DOCUMENT RESUME

ED 134 051 HE 007 865

TITLE	The F. E. College and the Community. Coombe Lodge Report Volume 7 Number 6. Study Conference 74/14.
INSTITUTION	Further Education Staff Coll., Blagdon (England).
PUB DATE	74
NOTE	72p.
AVAILABLE FROM	Further Education Staff College, Coombe Lodge, Bladdon, Bristol, England
EDRS PRICE	MF-$0.83 HC-$3.50 Plus Postage.
DESCRIPTORS	*Adult Education; Art Activities; Bibliographies; *Community Colleges; *Community Education; *Community Problems; Conference Reports; *Educational Needs; Educational Supply; Immigrants; Speeches
IDENTIFIERS	Abraham Moss Centre; Canada; *England; Russell Report

ABSTRACT

Speakers at the Coombe Lodge study conference covered a wide range of subjects related to the continuing education college and the community. They include: adult education: the Russell Report, the community, and the college (D. J. Moore); the FE college and the community (A.N. Fairbairn); the Abraham Moss Centre (R. Mitson); the community college in Canada (D. Harrison); immigrant groups in the community (V. Stern); marketing the college (G. J. Bolt); the arts in the community (G. J. Spence); introduction to Project A (C. M. Turner); and introduction to Project B (C. M. Turner). The last two projects are for the consideration of (1) general problems relating to a college's involvement with the community, and (2) development of processes to respond to community needs through the college. A list of conference participants and a brief bibliography are included. (Author/MSE)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

Vol 7 No. 6

Coombe Lodge Report

Study Conference 74/14

The F.E. College and the Community

ED134051

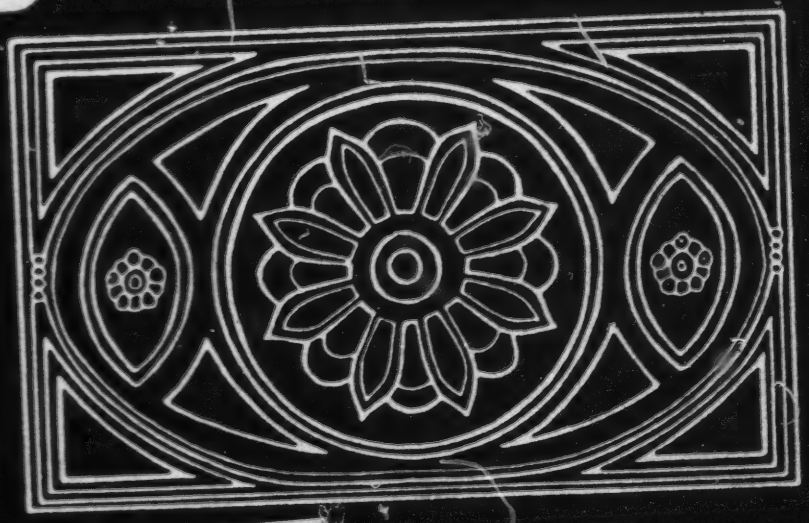
U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS COPYRIGHTED MATERIAL HAS BEEN GRANTED BY

Franklin Education
Jeff Collins

TO ERIC AND ORGANIZATIONS OPERATING UNDER AGREEMENTS WITH THE NATIONAL INSTITUTE OF EDUCATION. FURTHER REPRODUCTION OUTSIDE THE ERIC SYSTEM REQUIRES PERMISSION OF THE COPYRIGHT OWNER."



COOMBE LODGE STAFF

Director:	A H Yates
Deputy Director & Director of Studies:	G E Wheeler
Registrar & Clerk to the Governors:	A F Mitchard
Senior Staff Tutor:	D C Spencer
Staff Tutors:	A Albrecht
	C T Ferguson
	J Latcham
	T J Russell
	C M Turner
Head of Resources Group:	D L Parkes
Research Associate:	P S Hibberd
Librarian:	Christine Ball

COOMBE LODGE REPORTS

Editor:	Philippa Andrews
Secretary:	Suzanne Shipsey

Copyright C The Further Education Staff College, 1974.

Printed offset lithography on Crown quarto by Messrs. Hiscox & Lambert Ltd. Bristol.

THE FE COLLEGE AND THE COMMUNITY

Vol.7. No.6.
1974.

Study Conference 74/14

CONTENTS

Foreword 354

Adult Education : The Russell Report, the Community and the College 355
D J Moore, Principal, Nelson and Colne College.

The FE College and the Community 361
A N Fairbairn, Director of Education, Leicestershire.

The Abraham Moss Centre 371
R Mitson, Principal, Abraham Moss College, Manchester.

The Community College in Canada 376
D Harrison, Lecturer, Malaspina College, Nanaimo, British Columbia. Visiting Lecturer, Nelson and Colne College.

Immigrant Groups in the Community 383
Ms. V Stern Senior Education Officer, Community Relations Commission.

Marketing the College 389
G J Bolt, Head of the School of Business Studies, Bristol Polytechnic.

The Arts in the Community 401
G J Spence, Head of Arts & Libraries Branch, Department of Education and Science.

Introduction to Project A 407
C M Turner, Staff Tutor, Coombe Lodge.

Introduction to Project B 411
C M Turner, Staff Tutor, Coombe Lodge.

Appendix 414
D S Gordon, Lecturer, General Studies, Brunel Technical College, Bristol.

Participants 417

Bibliography 418

FOREWORD

The relationship between the college and the community has frequently been explored during study conferences at Coombe Lodge but no previous conference has concentrated exclusively on the subject. During the week members attempted to define what was actually meant by 'the community' in relation to the college; how its needs could be discovered; to what extent the college could satisfy these needs; and what management problems would be created as a result.

Speakers covered a wide range of aspects related to the college and the community. Some gave their views on how colleges might broaden their perspectives. Descriptions were given of a community college in Canada and a community complex in Manchester which embraces educational and recreational facilities for all ages. The special problems and needs of minority ethnic groups in the UK were discussed. A paper was given on marketing the college and a speaker from the DES described the system of public support for the arts.

D J Moore,
Principal,
Nelson &
Colne College

ADULT EDUCATION: THE RUSSELL REPORT, THE COMMUNITY AND THE COLLEGE

"This is a particularly difficult paper to give because the brief is necessarily so wide, and, as I shall be at Coombe Lodge for the entire conference I have to live with what I say tonight for a whole week from breakfast to supper each day. In view of this, I shall simply pose some general statements around the title of the paper, without attempting to give conclusions.

what is adult education?

Perhaps we can best proceed by following our title starting with that rather vague and portmanteau term - Adult Education. Amongst the things which now produce a negative reaction in my mind is one of those awful and prolonged discussions concerned with establishing a precise definition of "Adult Education" as opposed to any other type; can we please accept that any form of educational activity after compulsory school leaving age can come into this category? I am aware of the fact that the term is more commonly applied to something defined as "non vocational liberal education" for post 21 year olds held in an environment thought to be appropriate to such an activity. It is because of this narrow definition that "Adult Education" in many minds stands either for a sort of third rate intellectual dabbling in nice and trendy subjects or some form of even less intellectually demanding activity akin to a sort of mental therapy for jaded housewives or whatever. In both cases the atmosphere is redolent of calves foot jelly and patronage. For these reasons I prefer to remain attached to the concept of any form of educational or educative activity in any environment for anyone over the statutory school leaving age and hope this concept will be the definition of adult education used at this conference.

One can only assume that we are so divisive in our approach because we are traditionally a divided nation which is perhaps another reason why we should adopt the portmanteau definition.

Russell Report

It is unfortunate that the Russell Report was limited to the narrow area of adult education in its terms of reference. Indeed there were other unfortunate things about Russell including

- its meekly accepted terms of reference
- its weak demands
- its too long gestation period
- its constitution was insufficiently radical

was shelved quickly because that narrow section of education previously mentioned is not regarded as significant

- educationally
- economically
- politically

I must not be too derogatory about Russell - it did contain some sound suggestions

- more full-time staff (although it envisaged them as separate from other FE staff, and this is wasteful)
- more training
- more money
- better organisation, including the setting up of district councils
- better consultation on behalf of the consumers

BUT, may I point out that none of these things on the scale mentioned really needed the acceptance of a national report, and there was nothing really new in it. Some of its proposals in fact hardly require any expense - consultation, reorganisation, etc. and for others the financial instruments are already there, e.g. secondment of staff for specialist training. Really one of the few points requiring a national decision is that of recognising work outside the classrooms and the various levels and even that can be done at LEA level.

In the instance Russell was rejected on the grounds that there is a financial crisis and in such times all fringe activities have to suffer. It was easy to shelve because in its narrow sense adult education is not regarded as important educationally, economically or politically.

Firstly, adult education has not been sufficiently relevant to the lives of many people.

Secondly, where it has been relevant the fact has not been sufficiently promoted.

Thirdly, the educator has not himself realised the need for or the value of the service.

extending facilities - Need the fact that the Russell Report was rejected limit future provision for adult education? There is in fact little to stop LEAs putting the Report's recommendations into practice now, apart from the fact that they will cost money and are unlikely to attract votes. The 1944 Education Act gave local authorities a wide brief regarding FE - to make adequate provision for FE in their area. Therefore there is no reason why the range of FE activities offered at present should not be extended. If this is acceptable then it is my

own view that a major agency for an extension and refinement of adult education, portmanteau version, can be effected most easily through the colleges. Let us examine why this is so:

1. Although under bureaucratic control their regulations (FE) are sufficiently flexible to cope, e.g. 48 week year, 12 hour day, FE Burnham, etc.

2. They are generally of a size to allow flexible deployment of resources.

3. Resources, both physical and human, are plentiful. The range of abilities and experience of staff is unlikely to be matched by any other organisation in the community, and, given better management and a more liberal interpretation of those regulations, a considerable part of those human resources could be diverted to a wider programme.

4. Real relationships with consumers. The college probably has more voluntary members of the adult community than any other local organisation and the past experiences of college staff are probably more relevant to the experiences of the rest the community than in any other educational institution.

If this is the case why are colleges not leading in extending educative activities in the community, both formally and informally?

1. The attitude must be right, i.e. the college must accept this role as its objective.

2. The college management must have the appropriate skills, i.e. be able to apply management skills to the bureaucratic/ educational situation. It is interesting to note that Dr. Briault, a Chief Education Officer himself, in an article in 'Education' two years ago made a division between administration and management, which is interesting in view of the fact that many college staff claim they are weighed down with the burden of administrative duties. He wrote that in the education service, the nearer an educationalist came to the centre (the education office perhaps), the more he was concerned with the impartial administration of a previously determined set of rules and regulations. The nearer he was to the periphery (school, college etc.) the more the educationalist had to exercise management - a creative approach rather than a bureaucratic one. I support Briault in this and believe that the more the management of a college is involved in these kind of extended community activities the more skilfull its staff must become in certain management techniques:

the college must define its objectives; develop and enthuse its staff, promote its activities and establish and recognise the needs of the community.

the community

What is the community and what are its needs?

The community may be defined geographically, by age, by sex, by name, by occupation, by interest and so on. All are valid but acceptable only if considered severally rather than singly. In the past we have too often viewed needs on a very narrow front, for example we have asked whether we are meeting the need to educate people for industry. This is a worthwhile need to meet, but should not be considered in isolation from other factors.

Needs can be established by -

1. Analysis by professional workers influenced by tradition and results can tend to be responses to the obvious
2. Shallow consultation which produces a "popular" response
3. Indirect but deep consultation which may throw up needs unrecognised both by experts and clients - because of their respective expertise and ignorance.

It should be the function of the college to employ these three and any other approaches to establish and meet particular needs, but one can generalise to begin with and list the following

1. Remedial
2. Vocational
    a. initial training
    b. retraining
3. Developmental - this is a term we are using at Nelson to describe the academic support we give to students already on courses to help them where they have difficulties, e.g. in reading at the appropriate level or presenting written material.
4. Theraputic/diversionary - if certain activities we can provide help the mental health of the community it is certainly worthwhile, and, indeed, cost effective in avoiding a drain on medical resources.
5. Interpretive, both
    a. individual
    b. group

    to help the average member of the community to keep pace with developments which are taking place in his community or legislation which may affect his personal or working life.

These are consumer orientated needs but I feel that to satisfy these will be to meet the needs of not only the local but also the larger community in part by helping to establish active democratic communities offering both satisfaction and dignity to the individual."

Discussion Arising

resources

The first comment was made by a participant who, while agreeing with Mr. Moore's liberal interpretation of adult education, was concerned about the concept of establishing resources. He said that there must be equal enthusiasm in the promotion of a new ONC course as in the promotion of new non-vocational work. It was wrong for colleges to establish a confrontation between the two types of work - instead they should find ways to raise funds for both kinds of activity. Mr. Moore replied that this confrontation was bound to exist, and he did not think that either decision was always right. He added that there were many resources in FE which were not being used efficiently in any case, and improvements could be made here.

On ways to save resources, a member suggested that the physical resources of school buildings might be used for adult education more fully, and the human resources in a college might also be saved. For example, once groups such as badminton had been established, there was no need for a lecturer to be present, and he could be released to develop some other interest. Mr. Moore agreed that not all educative activities needed supervision, and a more flexible approach to this issue would be needed in the future. With regard to physical resources, he commented that it was not really necessary to meet on educational premises at all. Further flexibility could be introduced here, and also in timetabling - there was no need for every activity to take place at the same time and day each week for a specific number of weeks.

enthusiasm of staff

A member asked how the attitude to adult education of the staff in his FE college might be improved. At present, despite the fact that there were many adults taking part in college activities, they regarded adult education as a fringe activity. Mr. Moore suggested that one method of making adult education seem to be a more central activity would be to make the Head of Department for adult education responsible for something else which concerned the rest of college students, such as accommodation.

establishing needs

How could the needs of the community be established? Mr. Moore commented that it was easy to establish wants, but educationalists had to take a professional decision at some stage on whether these wants were real needs, and if so, how they could be met. This decision would be based on knowledge and experience, but would have to be made in consultation with the community.

A participant noted that a portion of the estimates at his college was controlled by a committee of consumers. Mr. Moore said that while this was an excellent

idea, it had to be remembered that such a committee might not represent the views of the whole community.

other agencies

On the question of the role of agencies other than the FE college in adult education - adult education colleges, the WEA, university extra-mural departments etc - everyone agreed that they played a valuable role and should be encouraged although FE colleges probably had the most varied facilities to offer. A warning was given however, against duplication and consequent wastage of resources. Mr. Moore said that if a small agency wanted to offer a course run by his college, the college would drop out to avoid wasteful competition.

political involvement

Was it possible for a college to help the underprivileged in terms of housing, employment, rights etc? Mr Moore said that it was the college's duty to assist the underprivileged to reach an adequate level of political consciousness, showing people how they can participate and become involved in matters which affected them. It was inevitable that an educational institution should thus become involved in politics, though not party politics.

grades

Finally, several members of the conference suggested that in order for adult education to reach full recognition the system of giving rewards for the grade at which a lecturer taught would have to be changed.

A N Fairbairn,
Director of
Education,
Leicestershire

THE FE COLLEGE AND THE COMMUNITY

"To begin with a quotation:

> 'The welfare of communities, and the vigour and prosperity of their social life depend on the extent to which centres of unfettered initiative can be developed within them. The great task of education is to convert society into a series of cultural communities ..... where every local community would become an educative society, and education would not merely be a consequence of good government, but good government a consequence of education'

This percipient and ambitious statement of Henry Morris seems to me to have considerable relevance, because I honestly believe that an increasingly discerning population's appetite yearns for this. Therefore we should seriously question whether the college ought to be involved in community education or education for the community in the widest sense.

community provision

Let me turn to a practical review of the sort of provision which can be made in community education. There can be three main types of community education provision - the college of FE, the community college (based on a secondary school) and the village centre, or, in towns, the neighbourhood centre (based on a primary school): of course, in addition there are free-standing community centres, but, frankly, they have not had a particularly striking history and have seemed to isolate themselves from education and the social services, and in my view should always be linked to some larger and progressive educational institution which will act both as a stimulus and inspiration to their efforts, and which will help them to see their work in a wider community context.

Time prevents me from surveying the community college and the primary community centre so I shall concentrate on the college of FE and its role in the community.

restraints

Firstly, there are a number of restraints within which most colleges will have to work, or else break out of them. For example, the vocational/non-vocational problem exacerbated by the provisions of Burnham, the hierarchical departmental structure of colleges, the motivation of students to acquire a paper qualification and the lack of pedagogical training of many of the full

time, let alone the part time staff. There are also a second set of restraints which arise from the demands of industry and commerce. First, the larger colleges, and many of the medium sized ones, have until recently been largely occupied coping with vocational courses. Second, the anticipated demand for further vocational training consequent upon the implementation of the Industrial Training Act, or any subsequent legislation of this kind, will reduce still further the space available for non-vocational work. Third, as the towns in which colleges are placed become larger, so they may become even less able to cope with the non-vocational work. In such circumstances colleges often abandon responsibility for non-vocational work, both at their out-stations and in the college itself.

I believe the fundamental point with which the FE college has to wrestle is its obligation to industry and commerce, linked with its dependence upon examinations, set by national bodies to meet the expectations of industry and provide motivation for students in the vocational fields. TEC and BEC have a chance to make a break in this situation, but I am not sure whether they will do so. The hypnotic effect on industrial personnel and training officers of selection by results and the lack of links with schools and careers advisory service staff in the introductory and induction periods when a youngster is preparing to start work and in his initial period in a job are two of the problems which will face FE in the near future. The ongoing argument with schools and the misunderstanding in industry about the CSE and GCE 'O' level is indicative of the prejudice which exists in industrial training circles on this subject. Meanwhile, students and their parents suffer. A degree of vision and imagination is needed at national level. This could be stimulated by trying to eliminate the division of the work into vocational and non-vocational, and by colleges trying to reverse the departmental habit (prevalent since 1956) of setting up general/liberal studies departments to service the other 'philistine' departments and purvey the non-vocational dilettante (sic) work, and instead evolve a structure which would bear responsibility for the so-called non-vocational spread throughout the college and include it within the contract of service of each full time lecturer.

broadening the perspective

These may seem strong tactics but until FE colleges really examine their structures, aims and exam-ridden outlooks, they will not be fit candidates to cope with a large part of the responsibility of, for example, the education of the 16-19 year old in what will become an increasingly comprehensive situation. In a sense the colleges are prisoners of their own history and are not in the best position either to offer an alternative by parental/student choice to the school leaver at 16 or really respond to the educational needs of the community in its broadest sense. They need to contrive more flexible organisations and recruit and train full time and part time staff imbued with rather broader educational objectives and sympathies than is generally the case at present.

If the fundamental obligation of a technical college is to industry and commerce, in the sense that a secondary school's is to educate students of compulsory school age, then any discussion of community education has to

take account of this factor. But this does not necessarily mean that community work, adult education and youth work just become an appendage of the vocational work. No indeed - my plea is that in school or college, community education should be the cocoon which wraps around every other activity: vocational work, 'second chance' education, link courses, dilettante work and so on. In many colleges this will require a strengthening and psychological change of outlook by principals and staff which is unlikely to be evolved quickly. I feel that everything which takes place in a college ought to be measured by the rule of community benefit. Let me quote from another section of Henry Morris's memorandum on the Village College, published in 1924, because it offers the contextual challenge within which to work through this psychological change of attitude in FE colleges:

> 'the Village College would change the whole face of the problem of rural education. As the community centre of the neighbourhood, it would provide for the whole man, and abolish the duality of education and ordinary life. It would not only be the training ground for the art of living, but the place in which life is lived, the environment of a genuine corporate life. The dismal dispute of vocational and non-vocational education would not arise in it. It would be a visible demonstration in stone of the continuity and never ceasingness of education. There would be no 'leaving school' - the child would enter at three and leave the college at extreme old age. It would have the great virtue of being local, so that it would enhance the quality of actual life as it is lived from day to day, the supreme object of education. Unlike non local residential institutions (the public school, the universities, the few residential working men's colleges), it would not be divorced from the normal environment of those who would frequent it from day to day, or from that greater educational institution, the family ..... The Village College would lie athwart the daily lives of the community it serves; and in it the conditions would be realised under which education would be not an escape from reality, but enrichment and transformation of it. Where education is committed to the view, the ideal order and the actual order can ultimately be made one.'

strengths of FE system

I have touched on the vocational and non vocational problems and on the departmental structures of colleges, as existing parameters which must be pushed out and enlarged. Now I want to consider the inherent strengths of the FE system and show how they can be fashioned further into a positive aid towards a wider appreciation of the community responsibilities of the college. Already lecturers have an obligation to do eight sessions in the day and two in the evening. This assists them to understand the needs of a wider spectrum of the community than would otherwise be the case. I am certain that this deployment of the service must soon percolate down to the secondary school as it is already beginning to do in our community colleges. Why should we not take this a stage further and ensure that all our staff are inducted and trained in the business of taking their subject/s across the board in a vocational

and a non vocational sense? Then perhaps the construction man might be enabled to learn to appreciate aesthetic and architectural considerations, similarly the scientists and technologists would learn to appreciate design considerations, and the academic the liberating values of working with hand and eye. Thus would the false divisions created between vocational and non vocational be eliminated. Now consider this quotation - (again from Henry Morris)

> 'The problem of design is really one of architecture, and architecture conceived, not narrowly, does the ordering of the whole of our visual environment. The design of fabrics, all kinds of furniture, of crockery and other articles in common daily use, should not be tackled in isolation, but as part of design as a whole, which includes architecture. There is nothing new in this. In renaissance Italy, architects like Michaelangelo carried out internal decorations and designed fabrics and garments and furniture. It was characteristic of the magnificent architectural tradition of the 18th century, and only one example, that of the Adam brothers, need be quoted. A remarkable development of fabrics, furniture and household utensils of high aesthetic quality, in common use, both those done by hand and mass produced, has taken place in Finland and Sweden as part of architecture. One of the best examples of the realisation of design, including architecture, furniture, textiles etc., has been furnished by the Bauhaus at Weimar which influenced the whole of design in Germany between the wars.
>
> The ordering of the whole of our visual environment also includes the planning of the town and countryside, as well as painting, sculpture and craftsmanship. The separation of design for articles of common use from architecture; the separation of architecture from town and country planning; the separation of the painter and the sculptor from architecture, and the consequent over development of the easel picture and 'boudoir' sculpture: all these are a contemporary development and are responsible for the aesthetic failure of the modern world.'

community association

It could be said with perfect, but limited, justification that the college would be serving the community if it did no more than now in providing courses in response to industrial and commercial command, for putting on leisure time courses for adults and for possibly providing a youth centre. I wish to see it doing far more than this. If it is to be successful, however, I believe it must anchor itself far more deeply in the grass roots than is commonly the case. Governing bodies have been suitably stream-lined and given far wider powers now I believe the college has got to stretch down to the grass roots themselves. In Leicestershire we are trying one way by the creation of a community association within the college structure. Let me read out the aims and objectives of one of these.

'The College Community Association has been established to provide a common centre of activity for all individuals and affiliated bodies whose desire is to encourage good citizenship, through the development of social, cultural and recreational activities.'

A constitution is then provided which, subject to the general supervision of the governors and the direction of the LEA, decides on the policy and general management of the affairs of the community association through a council. This council consists of representatives appointed annually as follows:-

(i) one elected from the individual association membership for each 50 members of the association,

(ii) two from each of the affiliated bodies,

(iii) the chairman of the council,

(iv) the honorary treasurer,

(v) the principal of the college of further education as principal of the association and three full time members of his teaching staff associated with the work of the association nominated by him,

(vi) six representatives of the teaching staff and part time professional staff of the college and its extra mural classes,

(vii) six representatives appointed by the governors,

(viii) two representatives appointed by the College students' union,

(ix) not more than eight members to be co-opted by the Council under such conditions as it may determine from time to time.

This large council appoints a committee of management and such other committees as it may, from time to time, decide and including members of the association who are not members of the council, and the council determines its powers and terms of reference. Normally our committees of management consist of not less than 12 or more than 16 members of the council, together with the officers of the council, and must contain at least one member from each of the groups which I have mentioned above and not less than three of the management committee representatives shall be under the age of 21. The chairman of the council, the principal, or his representative, and other officers of the council are ex officio members of all committees. The council convenes an annual general meeting of the association, which all members are entitled to attend. The usual rules of committee procedure apply. With regard to finance, the council receives all monies raised by or on behalf of the association and if it so decides, the committee of management fixes the rates of subscription for the various classes of membership. The council, or the committee of management, acting on its behalf, decides the annual programme of the association and informs the governors of the requirements of the association for the use of its

premises to this end. The governors determine the accommodation to be made available and the principal is empowered to make such adjustments in the arrangements for the use of the premises as may become necessary as a result of changes in the programme of the association. In addition, principals have the interesting enterprise of persuading the governors to pass over those parts of their budgets which were concerned with adult education and youth work to the community association, on the understanding that the latter pays back the students' fees to the LEA, the Association decides with the principal and staff, how the community education programme will be developed. The body will have control not only of this considerable sum but also of the membership and affiliated societies' fees. Trust placed in the student body will certainly have the following advantages:

(a) the local community will have a greater involvement in the college programme and its financial arrangements, and will more readily engage in money raising activities for the provision of classes and events over which they have more control,

(b) there will be no limit on the class programme,

(c) the fee structure can be adjusted to the local community's requirements,

(d) decisions on the establishment and closure of classes will be the responsibility of the college.

(e) the class programme is likely to become more varied in content, length and flexibility,

(f) class programmes can be financed from other forms of college activities,

(g) youth work is brought more closely into the view of the community council and a great measure of liaison achieved between the provision for adult education and youth work.

Of course, all this is in derivation from the general pattern of community college government, finance. But the consitution described above is sufficiently flexible to be adapted to the particular circumstances of a college of FE. The great principles to ensure are (a) unified executive control by the principal, (b) student representative government and finance through the executive committee of the community association.

cultural collapse

These ideas by themselves would seem rather bare and uninspiring. The cultural focal point of the community is what FE colleges should be, just as much as community colleges - perhaps more so, because they command greater resources. Why should this be so? I believe that we may be on route for a vast cultural breakdown, and nowhere is this more evident than in the collapse of our visual environment. Ugliness is one of our modern diseases. We live, without complaint, in a wasteland of un-art. The evil consequences are profound. Much of the malaise of modern life is due to the lack of an

environment, ordered by the artist and the architect. Thus the species, in solving the problem of poverty and overwork, is in fact moving forward towards a more perilous stage in its history. Universal comfort with wealth and repletion, and with large margins of free time, is the next great problem of homo sapiens. The human house will indeed be swept and garnished for a fresh fate. Words cannot do justice to the urgency and wisdom of thinking out now new institutions to enable communities to face this new situation. Thus, to take a very local example, at Melton College of FE, in the £' million extension, we are extending the gym to be a sports centre, the hall to be a theatre staffed by a team of teacher/actors, and large sections with ease of access will be open to the public. The last named initiative owes much to the concept of the Freizeitheim which I saw and marvelled at in Hanover. For the cost of supervision only, the ordinary man and woman will be able to use the photographic equipment, the engineering workshop, the sewing machines, to 'do their own thing', so long as they satisfy the staff that they can and will use the equipment carefully and efficiently. Why shouldn't they use such bases and facilities, simply by booking time at the college office - instant coin-operated adult education, if you like.

varying needs

There is no set pattern of college programme in the community education sense and it would be unrealistic to expect identical opportunities to be on offer throughout the year, at all colleges of FE, since each will set out to meet the cultural, leisure time needs of its community, in its own way, and these needs vary a good deal according to the nature of each community. Factors such as relative size of the community's population, whether it is in a rural or urban area, whether or not there is an extensive or negligible range of voluntary, cultural or social recreative organisations already in existence, and whether or not there is a wide or narrow range of public facilities in these spheres, all play their part. Nevertheless, all colleges offer, mostly in the evening but also to an increasing extent, during the day, recreative and leisure time classes which may range from Arabic to Yoga; they should make available their facilities to voluntary clubs and societies who wish to affiliate, they should sponsor their own clubs, arrange special cultural and social events (celebrity concerts, lectures or visits to places of interest at home or abroad), which may or may not be linked to a session's programme of classes or club activities. Colleges should provide creche facilities in the daytime.

As I have said some colleges provide youth centre or club facilities, others could provide a local public library branch or a swimming pool. Throughout the year, colleges operating in this community context should hold dinners, dances and other similar social events connected with the college or its affiliated organisations.

I know it is still the case that some people attending college classes in the evening still refer to 'going to night school', whether their classes take place in the technical workshops or not. But the old 'night school' ethos should now be actively eliminated. It implies a vocational bias in the majority of classes offered, leading to qualifications in typing, shorthand and commerce,

in elementary engineering, building subjects, and the like, for which students enrol in order to better themselves. I am talking about a role for the FE college with its community association which sets out to serve the cultural and social needs of its community in a much wider sense, and necessarily the class component of its programme is going to require a considerable proportion of the non vocational and recreative variety, to serve the aspirations of those who simply wish to occupy their leisure in a worthwhile manner, develop known or discover unknown personal skills, or simply to meet other people. There should be common room and refreshment facilities of a well designed and welcoming nature to provide a focal point for association between all ages. I am convinced that far wider use of these facilities can be made on a casual membership basis. For the payment of the annual college membership fee, any member of the public over the age of 15 should be able to rest awhile in the common room, drink a cup of tea or a glass of wine, look through the journals, books and magazines, study the notice board of college activities without obligation, and perhaps, as a result, find in the programme an outlet for some interest, or seek to have an outlet provided for him and like minded people in the neighbourhood. The potential of the FE college which operates in this sort of community context is enormous, for putting people in touch with opportunities, sources of general information, counselling and guidance services and just straight forward general knowledge.

hopes and prospects

Let me summarise some of the hopes and prospects of the future which this sort of widening of the functions and perceived objectives of the college of FE in a community context will throw up. First and foremost the question of the organisational growth of this work and its democratic government within the college governmental framework is a fundamental issue which must be tackled. The results in community colleges are striking and absolutely comparable with those which community associations, or the like, and colleges of FE will achieve. The most striking result will be the organic growth 'from within' of the college's life and programmes, no longer dependent merely on the advertising techniques necessarily adopted by colleges and evening institutes in the past. Participation by youth and adults alike will ensure an ongoing and committed concern for college development. All this makes the professional adult educator and youth worker and lecturer think out his role afresh in an increasingly democratic and participant community. This will not mean a debasement of professional standards and ethics but rather the evolution of guidance techniques and an enrichment of ideas and practices as a result of discussion and debate within a lay council. These developments will, in their turn, lead to a greater appreciation by more and more people of their community's needs, problems and history. As democratic government develops with growing responsibilities for controlling the greater part of their financial estimates, so colleges will be likely to take an even more active part in improving their own facilities, generating greater corporate concern and generally enriching the cultural and recreational life of their districts.

generation gap

Another important matter which the community context will assist in treating is the generation gap. The generation gap, the teenage culture and the

antipathy of some adults towards young people are mid-twentieth century phenomena. The community concept for colleges of FE which I have been describing is opposed to segregation of youth and adults. On the other hand it does not believe that a continually activated mixture of old and young provides the solution. There must be independent meeting places for each; yet at the same time they can also be common meeting grounds. Adult common rooms in the colleges, especially in refreshment breaks, will be well patronised by the under 21s as well as by older people. A great deal of misunderstanding between generations arises from unfamiliarity with each other. The opportunities which this work offers in a community context, to each group, both to pursue common interests and to meet informally, provides a natural bridge to mutual understanding.

new challenges

If this sort of approach to community education by colleges of FE is to prove successful, then they will have to be sensitive to the succession of new challenges which lie ahead. They can easily provide an ever increasing variety of leisure time classes for a population whose growing appetite is matched by increasing discernment. Likewise they can act as a focus for the clubs and associations of the neighbourhood, welcoming those already existing and creating new ones. In future, however, they will have still wider functions to perform. Every society needs common institutions which are capable of bringing people of diverse interests and positions together, to share their experiences, ranging beyond and above the immediate claims of self interest. This role used to be filled by the churches, but in the tempo of the present age, these have an ever diminishing importance. The rapid increase of small houses, motor cars and television, means that the family unit now rarely exceeds father, mother and children and can be virtually self-sufficient for its entertainment. More and more men and women live only in pairs or alone. Though people tend to be herded together during working hours, in bigger and bigger complexes of industry and commerce, this does little to satisfy more than material needs. The decline of the cinema has deprived many of a gathering ground, which at least was warm and cosy, and little compensation is to be found in the dwindling camaraderie of the football stands. A college of FE, working in a community education context, can hardly supply an alternative to religion but there are signs that they can fulfil in a wide sense a social, as well as an educational and cultural role, by providing not only places where people can come for company and gossip - but centres where the social conscience of the community can be expressed and enlarged."

Discussion Arising

LEA control

Mr. Fairbairn was asked whether the existence of a community association and the college government he described would result in the local education authority spending a great deal of money over which it had little control. He replied that the local authority exercised control in drawing up the total estimates for the colleges. Where a community association existed, it tried to give enough money for new initiatives to develop. Therefore estimates were based not only on the size of the previous years' programme, the average nightly attendance of students and so on, but also the subjective expectations of those involved. For instance, funds might be given for projects such as the staging of a concert, aid to a nascent civic trust etc. Extra finance must be given for the development of community associations, just as it would be given for the development of a new HNC course, for example.

funds for social facilities

A member commented that many colleges had poor social facilities and this deterred members of the community from using it. Yet to improve these facilities was costly. Mr. Fairbairn agreed, saying that it would have to be a long term project. It might be possible to get funds from local industries and organisations - at Melton College, for example, a local firm had contributed £30,000, the District Council £50,000 and small sums had been received from local arts associations. Local authorities had a certain discretionary sum at their disposal which could be used for social provision in colleges. At Leicestershire there was a heading in the estimates which enabled the authority to match, pound for pound, any money saved by other local bodies in the community, for example a parish council, for adult education.

R Mitson,
Principal,
Abraham Moss
College,
Manchester

THE ABRAHAM MOSS CENTRE

"In certain respects I feel slightly fraudulent in addressing a conference on FE, for the Abraham Moss Centre does not begin to accept its first FE students until September 1974. Therefore I shall describe our hopes and aspirations and the problems we envisage occurring in the future.

Before launching into a description of the Abraham Moss Centre I would like to clarify what I mean by the word 'community'. In fact, I am not keen on the use of the terms 'community school' or 'community college' - every school is a community school to a greater or lesser extent, and if the term 'community school' is used it seems to me to infer that every school which is not called a 'community school' has nothing to do with the community. In respect of a college, the community must consist not only of people who are above the statutory school leaving age but those who are 16 years old or younger. The college community is the community in which the college is situated.

The Abraham Moss Centre is located in what is euphemistically described as a 'renewal area' - an inner city area in which buildings are being demolished and replaced and there is a changing community. The changing community is one of the most difficult types of community in which to live for it has no focus of activity, there are no organised groups. A community establishment which can provide a focus is therefore of immense value, although most are built in a rural environment.

facilities

The following facilities are available at the Centre:

(1) a youth service wing which operates in the evenings and is used as a students' union during the day,

(2) an adult education centre,

(3) an FE college (opens September 1974),

(4) a school,

(5) administrative offices which include three rooms available for the use of voluntary body, social services, etc.,

(6) a performing arts centre,

(7) a library,

(8) two public rights of way which contain three shops so the general public are encouraged to use it and not regard it as solely an educational precinct,

(9) an aged and handicapped peoples' club. The Centre is designed so that each floor is level, therefore handicapped people have easy access to the entire premises,

(10) a central kitchen which contains a blast freezer unit so that meals can be prepared, cooked and stored on a production line basis. Up to 42,000 meals can be stored. They can then be sent to various regeneration kitchens situated throughout the centre to be heated and served as required.

(11) a sports centre

(12) a creche.

unification — We hope that all three facets of the education service provided at the centre will become unified. For example, we aim for adults in the adult education centre to be able to use the facilities of the FE college and the school during their evening classes, and attend daytime classes in the school, joining, say, a fifth form class in flower arranging. Accommodation is provided for joint use by the FE college and the sixth form of the comprehensive school. The Centre has a day population of about 2,000 students, and a total population of about 4,000. There are about 1,250 full time students in the 11-16 age range and 800-1,000 full time students between 16 and 18 years. There is a single common room for all the staff working in the Centre. The natural integration which takes place when people from various parts of the Centre mix together in this way help overcome many of the problems which are certain to arise when an attempt is made to provide for joint use of facilities.

schools — The comprehensive school is divided into a Middle School for 13-15 year olds and a Lower School for the 11-15 year olds. In order that the youngest pupils should not be overwhelmed by being part of such an enormous institution, the Lower School is a completely self-contained unit. It has its own head and facilities (except for sports facilities) - even its own entrance. Thus while having a secure place in the Centre, the youngsters can gradually learn to be part of a large community.

residential unit — The residential unit, still, at present, being built, will accommodate up to 13 pupils and staff on a short term basis, giving the opportunity for pupils suffering a family crisis, for example a parent going into hospital, to remain in a secure and well-known environment. We can also use the unit to accommodate pre-examination students who have difficulties studying at home, people attending short residential courses at the Centre, and foreign students who are on an exchange visit with our students in cases where our students are unable to reciprocate in their own homes the hospitality they receive abroad.

attracting the consumer

One of the main problems is to ensure that people will make use of the Centre. We have to overcome the belief of many people that an educational establishment resembles the school they attended in the past. One of our strategies is to avoid having too many formal occasions such as prize giving. The people we are trying to attract are the ones who often felt uncomfortable at such occasions in their schools. Secondly, we have to be welcoming. The design of the building helps in this, as it has an attractive reception area with a snack bar. We try to ensure that whenever someone enters the Centre they are given satisfactory service - if they have a query or a problem it is dealt with, and they are not told to return later to find out what they need to know. Thirdly we publicise the Centre wherever we can. Staff and students are involved in putting up exhibitions about the Centre in the present library and swimming pool which are closing down, and the shopping area. We have to make absolutely sure that people know they are welcome at the Centre.

teaching style

The design of the building, which has many open areas rather than small classrooms, has an effect on teaching method. Staff have to work together, collaborating for example over the planning and preparation of resources and the learning environment. In a rapidly changing world we should no longer be educating people in bodies of knowledge. We have to begin to educate people in the skills of learning and using resources in such a way that they meet their own needs, becoming less dependent on the teacher. This must start at an early stage - it is too late if we wait until pupils are in the sixth form before allotting time for private study. Therefore in the Lower School we shall, by helping youngsters to develop the skills of learning and of using resources, encourage them to use their initiative. In the Middle School we shall encourage the students to become masters of their own learning by developing self contained learning programmes, and telling the students at the beginning of the academic year what knowledge and skills they will be expected to have acquired by the end of the year. Naturally, much of their work will involve instruction, help and advice from the teacher, but the responsibility to learn will be the pupils. To be given such responsibility will, I believe, result in the students' being more highly motivated than they are in more traditional learning structures, where the main type of motivation is the desire to do a particular job on leaving school.

A further reason why we should start developing learning skills in our students is the growing concept of 'education permanente'. We already have the Open University in which adults who work for degrees need strong motivation and the ability to study with the minimum of guidance. I think it is likely that new courses will be developed at other levels and we should therefore be educating our future adults to develop the skills they will need to take such courses.

sports complex

A wide range of facilities are provided in the sports complex at the Abraham Moss Centre: a large sports hall two swimming pools, one of which is for tuition; two squash courts; a table tennis area; a weight training area, a gynasium, a dance activity area a missile range for indoor archery, cricket and golf; a sauna; a tea bar and a licensed bar. We are able to provide

such a range of facilities because the community funds have been amalgamated with the school and college resources in order to produce a much wider range of opportunities for activities of various kinds than there would have been if the community and the educational institutions had their own separate facilities. One of the advantages of this system is that the schools have more facilities to use during the day and the community has more facilities to use during weekends and holidays than would otherwise be so.

local users

Many community centres are used mainly by people living in good residential areas some way from the centre, who quickly realise the opportunities available there, rather than the inhabitants of the locality which the centre is provided to serve. We hope to avoid this happening at the Abraham Moss Centre. This raises the problem of how to make the local community aware of the facilities we offer. I believe that one of our tasks should be to make sure that we nurture all the interests which may exist in the local community, helping people to come together, to form groups to take part in all kinds of activities and make use of our facilities.

library

Like the sports complex, our lending library is the result of the amalgamation of school, college and community libraries, and thus the fullest possible use can be made of this resource. Students and adults use the library alongside each other. If we are to educate young people to be part of a community we must end the separation between young people and adults. Young people should not be kept in isolated groups, away from the rest of the community

The reference library will also be used by adults and young people alongside each other. It has more to offer than the normal reference library because many of the Centre's audio-visual resources will be centralised there. We want to provide students and adults in the community with the opportunity to learn through the medium which gives them, as individuals, optimum efficiency in learning

performing arts centre

Among the facilities available at the performing arts centre are a theatre, a drama studio, a music centre and a theatre workshop. We are keen to encourage groups in the community to develop cultural activities. The theatre workshop will be available for use to do-it-yourself enthusiasts who need a particular piece of equipment which we are able to provide.

education technology

A lot of demands are made upon our teachers because of the use we make of educational technology. They often have to provide their own soft-ware, so we have technical and clerical support available. We also provide in-service training, as we ask our staff to teach in a variety of ways. We give staff timetable relief for a week at a time and provide courses at the Centre itself.

internal government

The internal government of the Centre is important. The integrated nature of the Centre would be lost if I had a Vice Principal in the FE college and separate head teachers in the schools. Therefore I shall have two or three deputies. The first has been appointed. His major concern is to be teaching approaches, resources and in-service training throughout the whole Centre.

I hope to appoint the second deputy in 1975. He will be concerned with course content and the way in which courses co-ordinate throughout the Centre. He will have FE experience and will chair the Academic Board, although the Academic Board itself will include not only staff in the FE college but those in the schools, so that there will be strong links between what happens in school and college. It is our intention that staff will teach both in the college and the school

The curriculum is affected by the fact that we are trying to teach our students how they can be part of the community and modify it We need to educate people to be able to adapt to society and cope effectively with the constraints it imposes We hope to develop a community association consisting of people belonging to various groups in the community who will be able to tell us how we can serve their needs, and also how they can help the Centre."

Discussion Arising

governing body

What form of governing body would the Abraham Moss Centre have? Mr. Mitson said that while the college and the school had, in theory, separate governing bodies, they consisted in fact of the same people meeting at the same time. The governors were representatives of the different local authority departments involved in the Centre - social services, education, recreation and leisure etc., staff and student representatives.

Mr Mitson was asked how much the Centre cost to build. He replied that in 1969/70 figures it cost £2½ million, which was in fact less than it would have cost to provide separate facilities.

external activities

A member expressed fears that the formation of such large institutions as the Abraham Moss Centre would stifle community activities outside the centre. Mr Mitson thought that this possibility could be counteracted by the way in which the Centre was used. There was a necessity for Centre staff to go out into the community as well as expected the inhabitants to come to them at the Centre He agreed that there was a certain lack of intimacy in such a large complex but people want such facilities in our materialistic society, and you cannot have it both ways.

FE College

Finally Mr. Mitson described the FE college, in reply to a comment that it would have to be a viable educational unit in itself. He said that it was estimated as a group five college It would have five areas of study, and purely in terms of vocational courses it would be educationally viable. He hoped that it would also develop activities which would be pursued jointly by students on vocational courses and students in other units at the Centre following academic courses, activities which would help students to relate to other factions of the community, both young and old, and activities which would fit people to cope with living in the future.

D Harrison,
Lecturer, Malaspina
College, Nanaimo,
British Columbia.
Visiting Lecturer,
Nelson & Colne College.

THE COMMUNITY COLLEGE IN CANADA

"Of all the themes and variations which go to make up the great symphony of words in both of our countries about the community college, I believe there is one theme that is central, recurring and in every sense significant, It is the idea of Access.

Any educational institution, however 'open'or 'closed' it may be, however accessible or inaccessible it may be to the community in which it is located, is a potential resource for thousands of individuals in that community. These individuals are of all ages, of many occupations and interests; their range of attitudes, values, beliefs defy neat classification; they hold places at all levels of the socio-economic order; and they are of at least two sexes. The individuals of our communities, however, do not have open access to all the educational resources.

The school, as we recognise and accept it, usually limits access to those between the ages of 5 and 18; its resources are normally inaccessible even to these individuals for two days of the week, and two months of the year. Both in Canada and the UK, the traditional universities and colleges of education tend to limit access to those individuals who have been successfully trained to jump through a required number of hoops over a brief period of days in June, and they too become inaccessible for much of the year. The polytechnics appear to have put up somewhat lower hurdles and fences for the aspiring steeplechasers in our communities; along with the college of further education, they seem to be still defining their roles, their communities and their puddle-jumps. The Open University meanwhile has established an exciting new game, with new rules, and a new definition of Open Access which is the envy of much of the world; but it too has its access quotas - and I am told that to secure a place in first-year Arts for January 1975, I will have an excellent chance if I am a belly-dancer from Wigan.

Where do we stand then, in the colleges of FE, with respect to this ideal of Open Access? I believe that the Community College is the one educational institution ideally suited in time, space and concept to open its resources for learning, to access by all of the people for most of the time? That basically is the question I would like to explore this afternoon. It is the very same question, in fact, which the community colleges of Canada have been exploring with more than a little trepidation over the last ten years. And as you will see, we do not claim to have all of the answers either.

This year I have been a privileged observer of the changing FE scene in the UK, as visiting lecturer in the 'Global Village' exchange programme at Nelson and Colne College in Lancashire. My home campus is 6000 miles away on the coast of Vancouver Island, British Columbia, Malaspina College, which we describe as a 'regional community college serving the people of North and Central Vancouver Island'. While our enrolment is similar in size to Nelson and Colne's (about 1200 full-time and twice as many part-time) our community is spread much wider (the island would fit rather neatly between Southampton and Newcastle, but the total population we serve numbers only half the size of Bristol's). We have, therefore, some special geographical problems in defining and serving our community needs. Yet despite the differences of scale and culture, the work of the two colleges is remarkably similar, as each seeks to put into specific action its weighty philosophical commitment to be a Community College, with access wide open to its citizens.

I hope that as I now outline the role and functions of this particular British Columbia community college, one of perhaps a hundred across Canada. It will be possible for some similarities to the UK scene to be perceived.

Colleges in Canada, as elsewhere, show a variety of individual personality traits. I shall be referring particularly to what I know well, that is the specifics of my own college, Malaspina.*

One of the characteristics of Malaspina College which I hope will come across as I describe its key features shortly is the central importance of Student Services, especially the role of student counselling. This, I know, is a relatively new concept in Britain, but perhaps it would be worth considering whether Student Services have a very special role to play in making the College more accessible to the Community.

Education in Canada is a provincial responsibility, thus there are important differences between the educational systems and structures of the 10 provinces. The general pattern in that children attend elementary school from age 6-13 (grades 1-7) and secondary comprehensive school from 14-18 (grades 8-12). The statutory school leaving age is 16 but the trend is for most students to stay at school until 18. The high school graduation examination used to be taken in most provinces at 18 but this is now disappearing almost entirely in favour of continuous evaluation by the schools which co-ordinate to maintain standards provincially. Grade 13, which enabled the first year of a university course to be taken while still at secondary school is disappearing with the introduction of the community college. Universities offer mainly four year degree courses following grade 12. The Community College, a new type of institution, is usually attended for two years and serves the 18+ age group. A course at such a college leads to college diplomas or certificates or in the British Columbian system, university or polytechnic transfer, with entry to the third year of a

* If this excites curiosity about the colleges in the rest of Canada, I recommend a paper by Dr. Gordon Campbell entitled "Community Colleges in Canada" to be published in Coombe Lodge Report Vol.7. No. 17.

four year university degree, (see diagram 1) or the second year of a two or three year polytechnic programme (in Quebec access to university is only via co mmunity college). There is no lower limit on entry qualifications for entrance at a community college and academic upgrading is provided where necessary.

Diagram 1

British Columbia has a total population (1971 statistics) of 2.2 million. These are heavily concentrated in Vancouver (1.1 million) and Victoria 200,000. The total area of the province is three and a half times that of the UK. The education budget is approximately 250 million dollars per year, about 8% of the GNP. The province has 4 universities with about 30,000 students. There are nine community colleges, one Institute of Technology and three provincial vocational schools. The latter resemble the traditional UK technical college and are being merged with community colleges, or, if there is not one conveniently located, their own programmes are being extended to provide community education. Community and other colleges have approximately 14,000 students. There are about 1,500 elementary and secondary schools, organised into 89 school districts. Malaspina itself is an area which spreads about 200 miles north to south and 60 miles east to west - a considerable catchment area for the Malaspina Community College. The population is concentrated in various towns - there are three or four towns with about 20-30,000 inhabitants and two or three of 8-10,000. The rest of the population live in smaller villages.

The position of the community college in the educational system is demonstrated in Diagram 2.

It is an open access educational resource, belonging to the community, through which students from all kinds of entry points can get the education they need, on a full-time or part-time basis, at day or evening classes, and go on to a higher education course or employment. This open door concept leads to what has been termed the 'revolving door' with students taking further programmes having completed their initial ones. We have many students at the college with qualifications below the equivalent of GCE 'O' levels and for these we offer courses of general education and upgrading. These may be specific courses in literacy, numarcy, communications etc. Many Canadian Indians enter college through this route, having left school in the tenth grade and not gone to senior high school.

If we are to encourage people of lower academic proficiency to come to college we must provide specific programmes to meet their needs, and must find out what these needs are? Student services are therefore a central resource of the college which helps people make the best of their period at college. Such a service is essential if an open access system is operated. The major resource is the counselling/information/advisory/tutorial service and linked to this central facilities are several other resources:

1) Admissions and records - this service includes the work done by the Registrar, the keeping of students personal records and the role played by the Standards and Admissions Committee which adjudicates on entry requirements for specific courses.
2) School links - the student services team, including the Registrar, a Dean and, a full-time counsellor visit the secondary schools in a recruiting effort.
3) Community links - liaison with social services and, disadvantaged adult groups to help determine individual student needs and decide which programmes to offer.
4) Careers advice

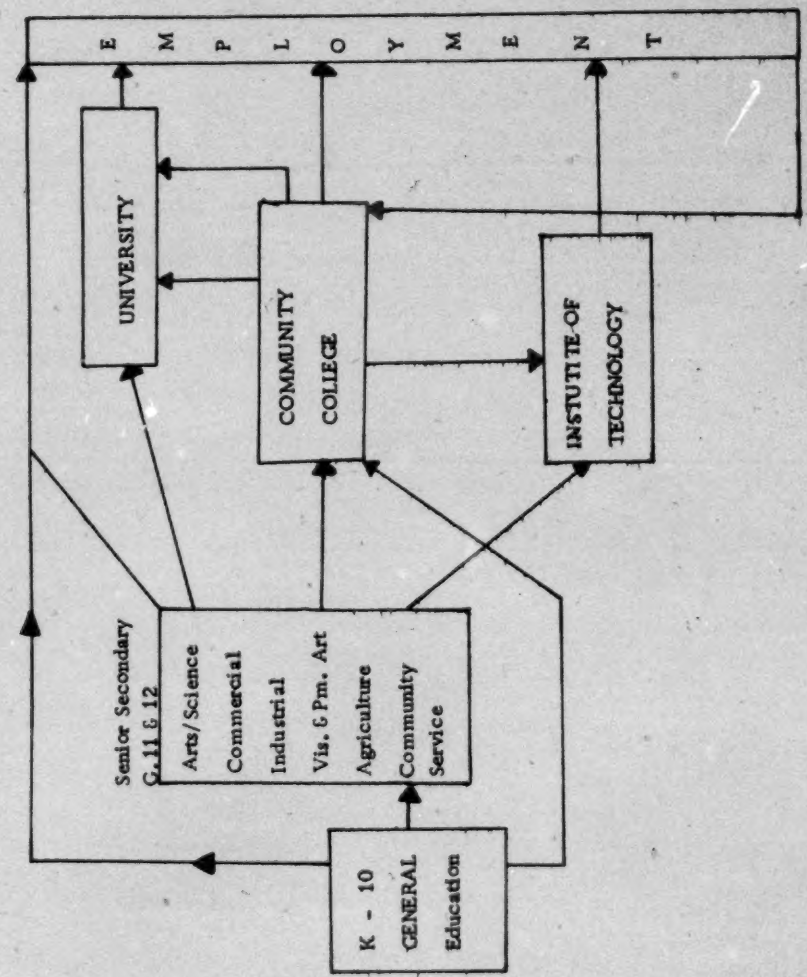
5) Job placement - this is considered as a development from careers advice and also enables the college to have valuable liaison with local industry.

6) Financial aid, housing and health

7) Study skills centre - this is an open access tutorial service within the college for all students to enable them to improve their performance. It offers courses or individual tuition in communication skills such as reading, writing, spelling, essay writing, taking lecture notes, preparing seminars, preparing visual aids and so on. Sometimes it is simply help with basic skills that a student requires; at other times students may require help that is more akin to counselling.

8) Basic Education Programmes - these are being developed as an extension of the study skills centre to meet the requirements of students whose previous education ended before grade eight, such as Canadian Indians."

Diagram 2 Student Options - British Columbia



Discussion Arising

correspondence courses

Mr. Harrison was asked whether Malaspina College offered correspondence courses in view of its large catchment area. He said that few were available at present. The Provincial Department of Education ran High School correspondence courses and it was possible that Malaspina College might link up with these by providing Open University style back-up to adults taking correspondence courses. If the college were to develop its own courses, it would be costly as staff would have to be seconded to write the programmes. Alternatively, the college could run courses developed elsewhere.

campus

Following on from this point, Mr. Harrison was asked whether the college programmes were limited physically to the campus. He replied that other buildings were used and staff often went 20 miles from the campus to reach people living at some distance from the college. As the college has now become responsible for a large area 200 miles north there might be a branch campus built, or a study centre, and certainly increased use would have to be made of cable TV.

Questioned about the campus itself, Mr. Harrison said that at present the college was in a converted hospital in the centre of town, a lower middle class area. As more space was required a new campus of the fringe of town was being built and would be ready in 1975. Although this would have obvious advantages, it meant that students would have to drive there, whereas the present site was often reached on foot, so there might be an attempt to retain the downtown building in addition to the new one.

community

As the college had a lot of residential full-time courses, Mr. Harrison was asked to explain in what sense it was a 'community' college. He replied that only one of the colleges in British Columbia actually included the word 'community' in its title. However, these institutions did try to make FE and HE available to all people in the community and the community was involved in the government and financial control of the colleges in the province - the governing body included representatives of Schools Councils, School Districts and the Department of Education.

On the question of access, a participant asked whether 'open access' meant that anyone could attend the college if he could find a course to suit him, or that courses were adapted to fit what potential students wanted to do or were able to do. Mr. Harrison replied that the first method applied as the short term strategy, but the second was the long term aim. However, the college tried to help individuals who wanted to attend college as much as possible, even by creating individual programmes for them. The modular system operating at the college meant that there was no necessity for a student to enrol for a whole programme, he could just take a particular course which interested him. It was also possible with this structure for a student to take as long as he liked to complete a programme. For example, he might take five years to complete a year's university course and still be able to transfer to university if successful, although polytechnic transfer arrangements were at present less flexible.

non-vocational education

Did Malaspina offer non-vocational courses? Mr. Harrison said that this was previously done by the schools, but recently had been taking over by the college and a Dean of Continuing Education had been appointed. School facilities would probably continue to be used but the College would do the administration.

Canadian Indians

Mr. Harrison was asked what strategies were used to cater for the Canadian Indians in the area. He first described their general situation. Often they had been educated differently from the rest of the population and there had been a tendency for them to finish their school education at a fairly low grade, therefore many attended courses at the college at operator level. The Department of Indian Affairs had tried to encourage them to take other types of course, eg. social work courses at BA level or a level approximating to CEE. The Department of Indian Affairs was now being phased out by the Federal Government because it was regarded as too paternalistic. The college was trying to devise special programmes to meet the needs of the Indian population, but the main difficulties lay in discovering what their needs were.

loans

On the issue of student finance, Mr. Harrison said that the college courses were fee-paying but students were able to obtain interest-free loans, guaranteed by the Government, from the commercial banks. Often students were able to earn high salaries in vacation jobs and could pay back the loan and perhaps save something for the following year in this way.

comparison

Finally, Mr. Harrison was asked to compare the UK system of FE with the Canadian one, he produced figure 3 below, showing a comparison of Malaspina College with Nelson and Colne College.

Diagram 3 College Contrasts

	NELSON	MALASPINA
Admin.	Moderate Autonomy	High Autonomy
Decisions	Consultative	Collegial
Links	1)Industry 2)HE	1)HE 2) Industry
Standards	National Exams	Local Continuous Evaluation
Age Group	16 +	18 +
Student Service	Minor	Major
Staff	Low pay Rel.To Industry	Competitive Pay
Evaluation	casual, High Trust	Student;Peer. & Self Appraisal
Access	Opening Door	Open Door/Revolving Door

Ms. V Stern,
Senior Education
Officer, Community
Relations Commission.

IMMIGRANT GROUPS IN THE COMMUNITY

"I shall begin my paper by talking generally, and briefly, about minority ethnic groups. Then I shall make a closer analysis of the situation of two specific groups - Asian women and West Indian youth. For reasons which will emerge later these are the most difficult groups to cater for educationally. I shall discuss how their educational needs can be assessed and review what has been done in various areas to provide for their needs. Finally I shall consider the resources which are available to help them. I shall discuss the needs of people in minority ethnic groups who were born in this country, as well as those of immigrants.

The following list identifies the groups concerned. The figures are DES statistics of immigrant school children in England and Wales for 1970. Therefore the Ugandan Asians (approx. 28,000) who have entered the country since that time are not included.

West Indies	109,580
India	52,237
Pakistan	23,995
Kenya (mostly Asians)	11,282
Cyprus	14,739
Italy	13,739
Rest of World	37,418

distribution

The 1971 census figures of new commonwealth born residents demonstrate the distribution of minority ethic groups.

Figure 1

Distribution		% of population
Great Britain	1,15[illegible],170	2.1
West Yorks	55,485	3.2
West Midlands	159,380	3.1
West Midlands conurbation	120,725	5.1
South East	651,185	3.8
Greater London	476,535	6.4

N.B. These figures do not include the children of immigrants from the new commonwealth who were born in the UK - about 40% of the total minory ethnic groups' population.

Asian women

Educationalists often find Asian women a particularly difficult group to cater for. Often they find that courses they provide are not attended. I shall therefore attempt a consideration of the reasons why there is a poor response and examine the possibility of different approaches which might prove more successful.

Several facts about Asian women are fairly well known they often lead the same type of life which they led in their own country, rarely going out, living a rather solitary existance with little contact with the community. Another problem which is commonly recognised is that many of these women do not speak English, so if they did go outside their immediate environment they would be unable to cope with what they find. Broadly speaking, these farily widespread beliefs about this group are true, but there are many other factors which in the past have not been considered very closely:

date of entry

The length of time the woman has been in the UK is a relevant factor. A time probably comes when a woman feels confident enough to start to participate in the community and to learn English. The 1971 census revealed 65.6% of the women from Pakistan arrived in this country after 1967, 30.9% of the women born in India now in the UK came between 1962-1967 and 35.5% of women born in India entered after 1967. Therefore many of these Asian women have not had much time to settle and establish themselves in this country, and this fact must be considered with regard to the provision which is to be made for them.

age

Another factor which affects the type of provision needed for Asian women is their age profile. Figures, again taken from the 1971 census show that the largest group are in the 25-44 age range, the period when they are economically active and able to have children. There also is a large percentage of younger women of 15-24. Both groups are larger than the indiginous population of the same age range. (Figrue 2)

Figure 2 Distribution of women by age

Age Range (in years)	Place of Origin INDIA	PAKISTAN	UK
0-4	1%	6.2%	7.5%
5-14	10.2%	18.2%	14.7%
15-24	24.7%	21.9%	13.7%
25-44	42.4%	47.7%	23%
45+	21.8%	6.2%	41%

Source: 1971 census

age of children

The age of the women's families is of particular importance in the consideration of provision for women who have large numbers of pre-school children. Statistics show that most of the children of this group are in this age group. (Figure 3)

Figure 3 Distribution by age of UK born children by area of origin of parents

Age Range (in years)	Place of Origin INDIA	PAKISTAN	UK
0-4	52.3%	69%	33.6%
5-9	29.4%	19%	34.9%
10-14	18.3%	12%	31.5%

pattern on arrival

An Asian women's husband, and perhaps elder sons usually arrive in the UK before her. They work and set up a home before she follows with any younger children. Therefore her first problems are concerned with getting accustomed to being reunited with her husband, to a new climate and to a new style of house. She might also be involved in setting up the home if the husband has been living in an all male household until her arrival. Often the new house will be one nearing the end of its life, and will be fairly delapidated. Shopping and managing the basics of life will be problems for her to struggle with. At this stage, therefore she is unlikely to respond to an invitation to attend an English class at the local college. Her first real entry into the host community is likely to be with the birth of a child. She has to communicate at this time with doctors and English people working at the clinic she attends, and at this stage she will probably begin to feel the need to learn English.

Once children start school, there are further pressures which are likely to make her more receptive to the idea of learning English: communications arrive from the school in English and her children begin to speak it.

As the woman begins to gain confidence after a few years in the UK, and as the growing family puts a strain on the budget, the woman may decide to go out to work. At this point, again, she may feel the need to learn English.

venue of classes

There are three main stages, therefore, at which an Asian woman may feel the need to learn English. These stages themselves suggest the best places for classes to be offered: the health clinic, the infant school and the factory. A woman is far more likely to attend classes held in these familiar environments than to go into the alien environment of the college to learn English. She would feel insecure in such a male dominated atmosphere, and, in any case, it is unlikely that her husband would permit her to go there.

West Indian youth

Turning to the other group I shall consider, West Indian youth, research suggests that they lag behind the indigenous population in basic literacy tests, although those who have been born or fully educated in this country score better than those who have been only partially educated here. West Indian boys between 16 and 20 years of age also have a higher rate of unemployment than indigeous youth of the same age. The 1971 census shows that they had an unemployment percentage double that of the indigeous population, while the percentage of youths unemployed in other immigrant groups is below that of the indigeous population. (Figure 4)

Figure 4 Unemployment

BOYS AGED 16-20	Percentage unemployed
Total UK	8.1
West Indian	16.2
Indian	6.7
Pakistani	6.8

Therefore, in areas where there is a large West Indian population, there are likely to be groups of barely literate youths who do not have a job. The same problem does not seem to exist among West Indian girls. Various reasons have been suggested for this - the girls may be less alienated from society than the boys, there are more attractive jobs open to them such as nursing and secretarial work and so on.

educational provision

Colleges of FE and other agencies are trying to meet the educational requirements of these minority ethnic groups in various ways. The problems of Asian women are usually tackled by the setting up of a home tutoring scheme. A group of local people - a church group, a womens' group, or a group attached to the local Community Relations Council - sets up a team of women volunteers, not necessarily teachers, who each visit an Asian home once a week to teach English. There are over 90 such schemes operating at present. Some have reached the stage where the local education authority pays the organiser as a full time member of its adult education staff. Colleges of FE are increasingly involved in the provision of training courses, for the tutors, usually lasting six weeks.

The tutoring schemes are regarded as a stepping stone to attendance at classes, and most tutors manage eventually to persuade the women they visit to attend the FE college. Therefore there must be close links between the tutoring scheme and the college so that the classes provided are appropriate for the stage the women have reached. There must also be some provision for caring for their children while the women are studying.

Some FE colleges send teachers into infant schools, clinics etc, to provide classes for the women in an environment in which they feel secure. In some areas special facilities exist. A well-known example in the Pathway Centre in Ealing, which has a wide variety of provision. Intensive English classes are held there for Asian young men who have recently arrived in the UK, so that they can then go to the FE college for normal courses. Classes are also held for teenage Asian girls. This is unusual. Girls of this age do not normally go out to work and are above the statutory school leaving age so their opportunity to learn English is normally limited. Classes for women are held and at the same time their children can attend a playgroup. Evening classes are held for men employed during the day and the centre also has an industrial unit. People employed in this unit visit factories which employ Asians in large numbers and sell the employers a 'package' of language teaching and also provides a course for factory supervisor Asian culture and basic language. The factories pay for these packages and tuition is carried out in work time.

educational provision - West Indian

There is less provision for West Indian boys than for Asian groups. One or two pre-GTC courses have been set up in conjunction with the Department of Employment which cover basic literacy. ILEA are making four appointments of lecturers in colleges of FE who will make contact with alienated West Indian youth, talk to them about jobs and the difficulties of being illiterate in this society. They will then offer to provide individual tuition, and it is hoped that eventually they will be persuaded to go to the college. If enough boys become interested, it would be possible for a special course to be set up for them. It is too soon to say whether this scheme will succeed, as it has so far only reached the stage of teaching being carried out individually by volunteers.

resources

Resources available to help colleges develop provision for minority ethnic groups are:

1. The Community Relations Commission - we can give information about provision in other areas.
2. The local Community Relations Officer. He will know where the minority population is, what groups they consist of, what their needs are, who their leaders are and how to make contact with them.
3. Material resources:-
   a) Ordinary FE provision.
   b) Short term urban aid grants. These are available for specific projects for not longer than five years. Although they are available for work in any deprived area, they are often connected with minority groups. Applications should be sent to the local authority who have to agree to pay 25% of the cost. Funds are given for different types of work in different years, and the local authority or Community Relations Officer is able to provide details. The grant is not automatic - many applications are turned down, particularly where it appears that a local authority is trying to get a grant for an activity which it should be providing in any case.
   c) Long term open-ended grants are available under section 11 of the Local Government Act of 1966 which states that any local authority with more than 2% immigrant children on the school roll incurring

extra expense as a result of the presence of immigrants from the New Commonwealth can claim from the Home Office 75% of the salary of persons engaged to work with immigrants. This applied to teachers, Liaison officers and particular groups of welfare and social workers.

d) The Department of Employment provides funds for courses which prepare immigrants to go on to attend courses at Government Training Centres.

4. Six new units for in-company language training are to be established in 1974. They will be set up through the DES and £120,000 had been made available by the Department of Employment to finance them."

Discussion Arising

Black Power

Ms Stern was asked to give her opinion of the Black Power movement. She said that she thought there were many misapprehensions about the movement which gave rise to ill-founded fears. While, on the fringe, there were certain revolutionary elements, as there were in many other political groups, the majority of people involved in the movement joined because it gave them a sense of identity in an apparently hostile environment, and, in this sense, the movement was valuable. Asians did not form such movements, but reacted to hostility by developing a closed society of their own, with their own, workers' association, banks, travel agents, shops, etc.

alienation of youth

On the broader issue of the general alienation of young West Indians a member asked whether the fact that West Indian parents were stricter than UK born parents was the cause. Ms. Stern thought that although this might be a factor, there were many other issues which led to the alienation of young people.

The question of integration with the host community was raised when a member related his experience of dealing with Asian girls who were unhappy about the arranged marriages which would take place immediately they had left college. Ms. Stern was asked whether there was any official attempt make to encourage integration. She replied that the policy of the Community Relations Commission was to support immigrants in their wish to keep their old culture as long as they wished to do so.

G J Bolt,
Head of the
School of
Business Studies,
Bristol Polytechnic

MARKETING THE COLLEGE

"Marketing is generally viewed as a business function concerned with marketing research, strategy, forecasting, advertising, sales promotion, selling and distribution of products, processes, and services, and the favourable promotion of the corporate image of the organisation marketing them. At the same time, allusions to marketing are increasingly appearing in other institutional contexts. Road safety "Clunk Click" programmes are marketed, pop stars and political candidates are marketed, Churches are researching "markets" to impvoce their "products". The Post Office is trying to improve its image (Your Friendly Postman campaign), charities are marketed (Oxfam). It appears that all institutions including colleges face marketing-like tasks, and the similarities between the marketing of commercial products and the marketing of organisations, causes persons, places, and ideas are too striking to be ignored.

educational institutions

Marketing-like activities of concepts in non-business areas can derive positive, practical and new contributions from the application and study of business type marketing theory and practice. Most colleges do marketing to some extent, though many do not like to admit it. I would like to consider in this paper how they might carry out their marketing more effectively.

Universities, colleges and scholars have long been conscious of the need to market their "product and service". The Greek Sophists "made high display of their acquirements, and gave exhibitions of eloquence and of argument to show the value of their wares".[1] Cutlip has documented quite sophisticated efforts of universities to reach their publics as early as the late 19th century.[2]

The modern educational institution operates (knowingly or unknowingly) in a number of markets:

---

1 J.P. Mahaffy, Old Greek Education (New York: Harper & Row, 1881, Page 84) quoted in Arthur H. Glogan "Advertising Higher Education", College & University Journal, Spring 1964, pp. 34-38.

2 Scott M. Cutlip "'Advertising' Higher Education: The early years of college public relations" College and University Journal, Autumn 1970, pp. 21-28.

a) The student market

b) The careers market (concerns students, teachers, parents)

c) The staff market

d) Official Bodies Market (LEA, DES, Joint Committees, CNAA, Professional Bodies, Training Boards etc.)

e) Industrial and Commercial Market (Sponsorships, Day release, in-company courses, research, secondment, industrial placement, etc.)

f) Other colleges market

g) The public at large

h) Suppliers

i) Donations or contributions market (if money from traditional sources is no longer sufficient the college may have to look for other sponsors)

j) Department market (better communications between college departments will lead to co-operation and better use of resources etc.)

orientation

In commercial marketing there exists the concepts of production orientation and market orientation. In a production orientated situation a company makes what is technically convenient to make rather than what the customer wants. In the market orientated situation the company first discovers what the customer wants and/or needs, and tailors a product to suit a particular market, or a segment of it.

The extent to which an organisation can orientate itself towards its market depends on the nature of its business and the peculiarities of those markets. The more technical an industry, the more will the customers' needs be influenced by the results of the suppliers own research. In fact, the customer in such industries is often best served by being persuaded to modify his designs to use components or materials which will satisfy his needs more economically than those which he may originally specify.

In some educational establishments production orientation is evident in the attitude towards educational planning which suggests that the eminent educationalist knows best and that students should arrive because the "product" is good.

Educational market orientation is evident where extra attention is paid to what the "customer" thinks, discovering his needs and wants before the "product" is made and where effective customer communication takes place. Such an approach avoids costly mistakes and quite often ensures a better allocation of resources.

This approach, in the environment of a market place in which educational services are offered to actual and potential "customers" in an increasingly competitive manner, can be applied through the medium of the marketing "mix".

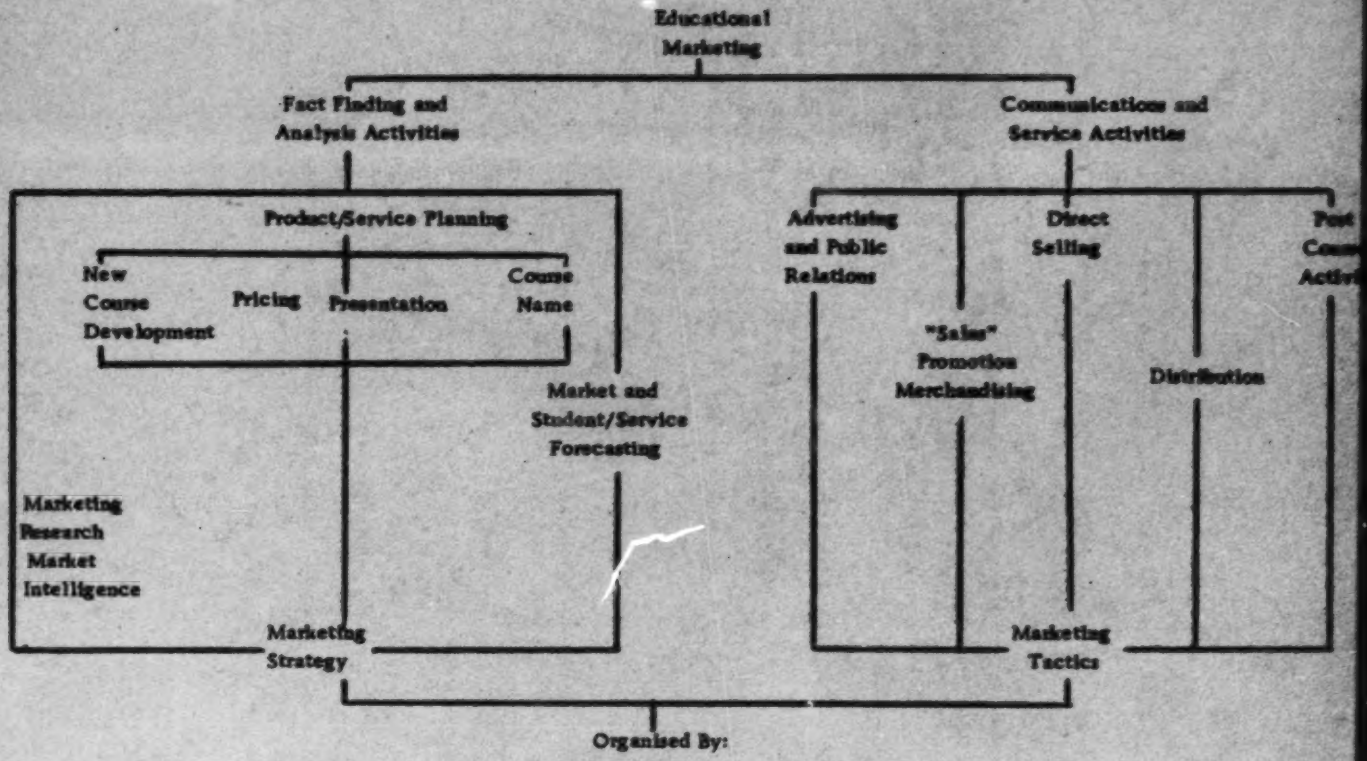
(See Diagram 1)

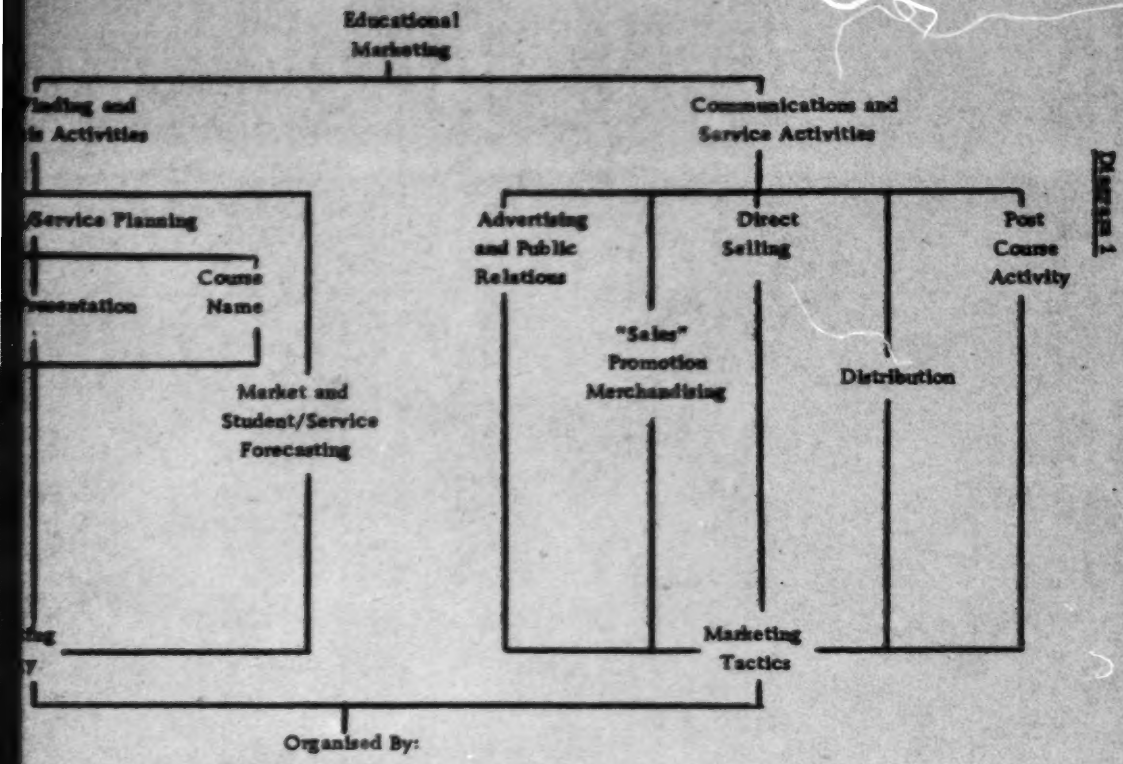
The diagram shows how commercial marketing techniques can be adapted for use by the college. On the left hand side are the factors which will affect market strategy. Fact finding and analysis activities include marketing research/market intelligence and market and student/service forecasting. The FE college has a servicing role to play in the community as well as its role in the development of courses to suit the needs of industry. Aspects of production and service planning include new course development; pricing (if industry is to finance a course it must be priced correctly); presentation, which can embrace possibilities ranging from careers conventions and television advertising to the mundane notice board; and course name, which is most important, being the equivalent of a brand name of a product. Forecasting tends to be a weak area in educational planning, but elementary statistical techniques, combined with 'hunch' often give successful results.

On marketing tactics, advertising and public relations draws people to the course and college and sales promotion pushes the course towards the people, often even to people who do not realise that they would benefit from the course. Direct selling may at first seem inapplicable to the college situation, but as companies carry out direct selling to other companies, there seems to be no reason why colleges should not use this form of marketing. Distribution is concerned with where the course should take place. Normally we think only in terms of the college premises, but the success of the Open University might lead us to think of alternative venues. With regard to post-school activity we have to think in terms of today's students being tomorrow's managers, or even tomorrow's students at a higher level.

marketing research and market intelligence

Marketing research information can be of two types, intelligence and control data. Intelligence signifies deciding what to do and how to do it. Control data means evaluating how effectively it is being done and how 'operations' in progress can be improved. Feedback can be useful and take two forms. The first, and the most frequently neglected, is the modification of existing courses to meet the specific needs of the customers who are registered. In the case of qualifying courses with syllabuses set by professional and examining bodies this would be almost impossible, but colleges offer short courses with programmes designed to suit the requirements of the students on that course and these could be easily modified. A second form of feedback is at the 'macro level' - how the department is reacting to the total pattern of courses offered in the department and the college, e.g. does a course contain the right subjects, and demand the right standards?


Educational Marketing
Fact Finding and Analysis Activities
Communications and Service Activities
Product/Service Planning
New Course Development
Pricing
Presentation
Course Name
Market and Student/Service Forecasting
Marketing Research Market Intelligence
Marketing Strategy
Advertising and Public Relations
Direct Selling
"Sales" Promotion Merchandising
Distribution
Marketing Tactics
Organised By:
a) Marketing Functions
b) Course Type Grouping
c) Geographic Area
d) Immediate or Ultimate Customer Type
e) Combinations of These


Educational Marketing
Communications and Service Activities
Service Planning
Course Name
Market and Student/Service Forecasting
Advertising and Public Relations
Direct Selling
Post Course Activity
"Sales" Promotion Merchandising
Distribution
Marketing Tactics
Organised By:
a) Marketing Functions
b) Course Type Grouping
c) Geographic Area
d) Immediate or Ultimate Customer Type
e) Combinations of These

Marketing research is either problem raising, problem solving or information giving. Marketing research information is obtained through:

a) internal records
b) desk research
c) field research.

Research may be of various types:

a) Market Research - market location; market size; potential trends; customer characteristics - e.g. whether a college wants an intake of school leavers or students with industrial experience; customer attitudes - e.g. whether they want to be educated or merely learn how to pass a particular examination; share of market analysis - i.e. how large a share of the market a particular college has; competitor profile, etc.

b) Product (course)/Service research - new product/service screening (much of this is done by bodies such as Regional Advisory Councils); acceptance; comparative product testing; presentation; pricing; product line (range) - i.e. whether the number of courses offered would be reduced or increased to make better use of resources; simplification, product line (range)/completeness (i.e. whether an extra course should be added), after sales service; etc.

c) Communication research - corporate image research, advertising effectiveness; media efficiency; product/service image, sales communication; merchandising; and point of purchase display.

Under a marketing approach everything is done to ensure that the educational service offered is what the customer wants, but this does not mean 'unprofitable' services, in terms of either money or social need, must be offered, neither does it preclude our right to choose in what we will specialise within such a market framework.

product/ service planning

There are certain strategies which assist in decisions concerning what new courses a college might offer:

a) First to market (innovation) - this is a risk-taking strategy.

b) Follow the Leader - colleges have the chance to learn by the mistakes of the innovator but must be able to act quickly.

c) Applications Engineering - this involves a change in the basic structure of a course to suit a particular need.

d) 'Me-too' - this strategy is taken when a college decides to offer a course because other colleges are doing so.

Certain stages in planning a new course/service can be isolated:

a) College objectives and strategy
b) College situation analysis
c) Decision to diversify
d) Analysis of opportunities open to college
e) Identification of markets
f) Ideas
g) Screening
h) New course/service concept
i) Course/service feasibility study
j) Marketing and profitability feasibility study
k) Decision to proceed
l) Detailed course/service development
m) Decision to test market
n) Decision to go local, regional, national.

Market and Student/Service Forecasting[1]

This concerns the potential and prospective volume or market trend for the individual course, service, department, college, and enables a target to be set in an anticipated market within the overall economy.

Short, medium and long term forecasts.

The Plan:

(i) Setting forecasting objectives.
What, Why, How, Where, Who and When.

(ii) The collection of data for forecasting.

a) Desk research into internal records.

b) Desk research into secondary sources of information in published or existing material.

c) Gathering information by original field research.

(iii) Evaluation, analysis, and projection of data.

The measurement of change.

Objective and subjective methods of forecasting.

The multi-technique approach.

(iv) The application of the forecast to courses/services.

---

1 Adapted from "Market and Sales Forecasting" by Gordon J. Bolt, published by Kogan Page Ltd., London 1971.

(v) Controlling the forecast and forecasting

Auditing the forecast

Auditing the 'machinery' of forecast

Market Communications

Many colleges have failed with good courses through poor marketing - some form of marketing is essential, for without it the prospective customer cannot learn what is available.

Advertising has been defined as:

> "..... the preparation of visual and oral messages and their dissemination through paid media for the purpose of making people aware of and favourably inclined towards, a product, brand, service, institution, idea or point of view".

(Albert Frey,"Marketing in Business Management", Macmillan, London 1963, p.351.)

Public Relations has been defined by the Institute of Public Relations as:

> "..... the deliberate,planned and sustained effort to establish and maintain mutual understanding between an organisation and its publics".

"Sales Promotion is concerned with the creation, application, and dissemination of materials and techniques that supplement advertising and personal selling....." (Albert Frey)

Often referred to as "below the line" advertising, its role is subtly different to advertising which "draws" the customer towards the product or service, whereas sales promotion pushes the product or service towards the customer....."

Personal Selling - Creating a desire for what you have to sell so that the prospect wants it more than the scarce resources of time and/or money. It is the process of discovering business and personal needs and wants, and of persuading people to meet them adequately and economically with the right product or service."[1]

---

1 (Gordon J. Bolt in "Communicating with EEC Markets" Kogan Page Ltd., London 1973).

media - the types of

Formal Media[2] we can use include:

Press - National, local, trade, technical, magazines, etc.;
Television;
Outdoor and transport advertising;
Cinema;
Radio;
Direct mail;
Exhibitions;
Merchandising media;
The Sales Force;
Public Relations; and other
Miscellaneous media.

Factors affecting the type of media used are

Basic characteristics
Atmosphere,
Impact,
Coverage,
Cost, and
Position.

This basic characteristics of advertising media should be considered in terms of:

Size,
Colour,
Movement,
Sound,
Length of copy,
Length of life,
Repetition,
Impression of medium on groups other than the consumer,
Amount of assistance to selling,
Flexibility of medium,
Ability to attack through several senses,
Quality and uniformity of presentation.

marketing the college

Educational institutions must learn to use a much wider range of techniques of communication to ensure that their educational services are known to all the community - not just the more literate, numerate and articulate, and to those whose employers insist they attend.

---

2 "Advertising media and campaign planning" A.P.F. Swindells, Butterworths, London, 1966.

What are some of the devices that can be used?

1. An effective switchboard (possibly with an automatic answering machine for 'out of hours' calls) and reception desk.
2. Run sixth-form and/or careers conferences.
3. Set up a small Business Centre.
4. Make the college the focal meeting place for professional bodies, and encourage the activities of ITBs.
5. Operate an 'old students' association.
6. Organise open days for the various 'publics' especially when launching a new course.
7. Make facilities available for training officers to interview students.
8. Actively sell the college, its courses, and its other services, company to company, use industrial liaison visits to sell other courses, sell industrial places for college based sandwich students.
9. Develop specialised services units, i.e. a low cost automation centre, management training and advisory centre, research and consultancy unit,
10. Encourage staff contacts with industry through research, consultancy and secondment; also to write for educational press and trade journals,
11. Run a short course programme to meet the needs of various publics, convene professional workshops.
12. Establish a House style through every aspect and activity of the College, this is not only the use of symbolism to communication in the way companies use branding but also implies consistency in what we say.
13. Open the training restaurant to the public.
14. Encourage the activities.
15. Produce an annual report and distribute it widely,
16. Appoint a member of staff as PRO or appoint a professional PRO to produce ad hoc press releases, a programme of meeting journalists.
17. Establish Advisory Committees for each course or department.
18. Invite business organisations to donate prizes for outstanding students.
19. Get the construction department to set up a testing service for local/regional industries.
20. Develop college newsletters, departmental bulletins, etc.
21. Get the engineering department to provide a free aptitude testing service for potential craft off-the-job trainees.
22. Develop an effective Students' Services Unit.
23. Encourage equipment exhibitions at the college.

24. Develop a "promotional" college prospectus, posters, advertisements, other literature.

25. Link college courses and services to area, regional or national requirements or problems, e.g. decimalisation, metrication, export marketing, the EEC etc.

There are many others. But such approaches must be planned, and the quality of advertising, public relations, and "sales" promotion must be professional.

The flow of communication effort is sometimes one-stage, e.g. communicating with students, the LEA, or DES. Sometimes it is two stages, e.g. communicating with schools careers masters who advise students or to training officers who send students. Sometimes the process is three stage, e.g. communicating with journalists whose copy is then read by businessmen who then send students, or to other colleges (that talk to businessmen who send students) that can give assurances with regard to a continuity of educational/training programmes, OND to HND to DMS, etc.

With limited budgets we need to search for maximum leverage points and optimum effectiveness in the channels of communications. We also need to seek to identify media and other activity that can reach several "markets" or "publics" simultaneously in order to secure economies of operation.

Distribution

College activities need not be confined to College buildings. Whilst full use of College buildings is desirable, current trends should be exploited; the growth of in-company courses, short courses in hotels or even overseas in off-peak periods, summer schools, etc. It may be that we should be thinking of competing with the Open University and use postal courses and use television and/or local radio facilities; and what about video packages, films, and teaching machine programmes? Exchange programmes with other colleges abroad are extremely effective especially on language and international marketing courses.

Post course activity

"Old students" associations have already been mentioned under the heading of Public Relations; but what about other post course activities; today's students are tomorrow's employers and tomorrow's students at a different level?

the need for a college marketing plan

A marketing plan provides a disciplined approach to solving college and/or course/service marketing problems by ensuring that all aspects of the problems are considered in a systematic fashion.

A typical marketing plan is often divided into six main sections

1. Situation - This section enumerates all the major facts about the market, the "consumer","competition", educational and industrial rules, regulations and practices, and the college image, course and/or service.

2. Problems and opportunities - A summary of the most important findings discovered in the situation (1) is made and they are pinpointed as either problems that need to be overcome, or opportunities on which you can capitalise.

3. Objectives - Details should be set out in terms of student numbers, number of consultancy assignments, number of research projects, income, 'market' penetration, surplus, etc., within the next five to ten years.

4. Strategy (long range) This section deals broadly with how to plan to accomplish long range planning with regard to activity volume, course/service developments, College image strategy, copy theme, media types, etc.

5. Tactics (short range) In this section your specific objectives for the next 12 months are spelled out and the plan to accomplish them durlng the coming 12 months period is covered in detail. It should contain a schedule of who does what, to whom, when it is to occur and its estimated cost and time scale.

6. Evaluation - The plans for evaluating the programmes laid down in the Tactics section are decided. In addition to measuring performance in the light of set objectives, it also requires that the results are interpreted and decisions made about taking remedial action if this should prove necessary.

Conclusion

Although marketing is traditionally associated with business products and services, the concept and practice of marketing is highly relevant to other types of "product/services" as well.

We have been examining the application of marketing concepts and tools to the marketing of organisations, persons, places, causes as well as to courses and services.

The marketing concept calls upon the "marketer" to choose courses and/or services, fees, "promotion" and distribution that meet the needs and wants of his "markets" rather than trying to persuade them to want what HE offers; at the same time creating confidence in the college and its staff.

Good marketing practice will always contain elements of both selling and serving; as such it will provide the link necessary in making private action serve public interests."

press advertising

Discussion Arising

Mr. Bolt was asked whether costly press advertisements paid dividends. He replied that many attempts had been made to measure the effectiveness of advertising in the press. It had to be remembered that this was only one way in which a college could communicate and a good advertisement would not eradicate a poor college 'image', for instance if the college did not have good examination results. It was not always a good idea to advertise the college in 'peak' periods - there was a danger that the advertisement would get 'lost' among the many others on the page. If a college could persuade the local newspaper that a new course was worthy of a news story, so much the better, for editorial space was worth far more than the equivalent advertising space.

selection

If a college was offering, say, 30-40 new courses, what would be the best tactics for marketing them? Mr. Bolt stressed that it was important not to spread the resources too thinly. If there were too few funds available to market each course adequately, the best strategy would be to either select particular ones to promote or market the college as a whole.

publicity

The discussion then opened up into a general debate over the best ways to publicise the college, and many suggestions were made, including broadcasting on local radio, asking for editorial space in free papers, preparing video films and showing them at careers conventions in schools and colleges, printing coupons in local newspapers for the public to fill in and send for further information, and leaving leaflets and 'bookmarks' in public libraries and reception areas.

G J Spence,
Head of Arts & Libraries Branch,
Department of Education & Science,

THE ARTS IN THE COMMUNITY

"I shall begin my paper with a description of the machinery of state support for the arts in the UK and then, somewhat tentatively go on to discuss the relationship of the Arts Council and Regional Arts Associations with arts projects in the community, ending with a brief reference to an experiment in the development of arts and cultural activities in specific areas.

state support

Only in the period since the last war have the arts come to be regarded as something of which central government should take note and for which it should provide financial support. We have a system of specialised agencies for the support of the arts, the most important of which is the Arts Council. Although this is probably the most well-known, it is actually one of the newest bodies in the scheme. In addition there is the British Film Institute and the Standing Commission on Museums and Galleries. The reason why the Arts Council does not incorporate these organisations is historical - they were in existence before the Arts Council was formed. The Standing Commission on Museums and Galleries is a royal commission dating from the days when the Treasury controlled the financing of the arts. Not until 1964 were the arts (and sciences) placed under the control of what was then the Ministry of Education, and the powers of the Minister for the Arts result from this handover. It took place because it was felt that the Treasury could not be sufficiently indiscriminating in the allocation of resources if it had a special interest in the financing of the arts and sciences. The role of the Minister for the Arts is to try to get as much financial support as is necessary (or, in reality, possible) for the arts. Obviously, the distribution of public money has to be subject to audit and accountability, and one of the tasks of the DES is to advise Parliament and the Public Accounts Committee that money has been well spent.

The actual powers of the Secretary of State in the sphere of the arts, or the junior minister to whom he delegates his duties, are really rather few. He is responsible for the appointment of the members of the Arts Council and the Director of the British Film Institute and has considerable influence in the appointment of members of other bodies in the field, e.g. the Standing Commission on Museums and Galleries and the Trustees of museums and galleries. However, the real source of his power is in his control of finance, for he controls the Arts and Libraries Votes. This is roughly divided into three parts; firstly, the new British Library set up recently (originally part of the British Museum) is allocated about £10 million per year; secondly,

support amounting to about £20 million is given to the national museums and galleries, most of which are in London: thirdly, each year about £19 million is given to the Arts Council, about £1½ million to the British Film Institute and financial assistance is also given to various other bodies.

The basic principle of the system of state support for the arts is that the Minister responsible has no direct links with the groups or individuals actually receiving support - liaison is instead with specialised independent bodies who are removed from political pressure. It is only natural that ministers will have certain interests, so there is an interplay between the independent bodies and the minister. Lord Eccles for example was keen to redress the imbalance which existed when he took office between support for the arts and the aid given to museums and galleries. Yet, despite the fact that ministers have particular areas about which they are most enthusiastic, I believe that all come to see the advantages of the bodies directly responsible for sponsoring the arts being independent, for this means that the Minister cannot be blamed when, as sometimes happens, the public regards the support of certain projects as a waste of public money.

Arts Council

Having described the machinery of the system of sponsorship, let me now turn to the relationship of the sponsoring organisations with those providing artistic or cultural activities.

The Arts Council grants represent rather less than half the total sum spent on the activities it supports. The proportion of money a project receives from the Arts Council can vary. The Council's largest single grant is to Covent Garden which receives about £2 million annually and collects the same sum in box office takings. Other organisations and projects receive a higher or lower percentage of their total income from the Arts Council according to their history and popularity. The four London orchestras, for example, get a very small proportion of their income from the Council - most of it comes from box office takings, television fees and foreign tours. On the other hand, some activities in Scotland and Wales are able to call on so few resources that they receive a substantial proportion of their income from the Arts Council. The great skill in allocating funds is to decide what method to use in giving support. For example, the Council may decide to give money before an event takes place, afterwards, or simply guarantee that if a venture makes a loss, it will make up the short-fall up to a certain sum.

The selection of projects to support is carried out by specialist directors who are broadly responsible for bringing projects which merit support to the attention of the Council. The decision to support an activity is taken by the Council, without any influence being exerted by the DES who will provide the money, although the Department may send an official to the Council to answer questions and give information.

museums and galleries

The system for the support of museums and art galleries is very different from that of the Arts Council. The Treasury used to operate detailed control, for instance permission had to be obtained in order for new vehicles

to be bought and individual staff to go on business visits abroad and so on. This system was inherited by the DES in 1965 and is still in operation. The Victoria and Albert Museum and the Science Museum are part of the DES and have separate arrangements for control; their Directors are Permanent Under Secretaries. However the Department is trying to devolve decision making responsibility to the museums and galleries themselves, not only to lighten its administrative burden but to enable the institutions to develop and improve the quality of their management.

libraries

The Arts and Libraries Branch of the DES is also responsible for the British Library, directly financed by the Exchequer, and the public library system which is run by local library authorities with Exchequer support through the general rate support grant to local authorities. The Secretary of State has direct responsibility for the development of the library system, and has a group of experts to advise him. Thus the DES had more direct links with the library service than it does with arts activities.

initiative

As my brief outline of the role of the Arts Council demonstrates, the Council does not actively promote activities - it assists them and selects which to help. The basic initiative for activities in the arts must come from the community. I believe that this philosophy is valuable - it would be unfortunate if the actual promotion of the arts had to be taken over by the state. Naturally there is a wide range of artistic activities outside the field of public support. A widespread activity of this type is the commercial theatre. The only support the Arts Council has given in this respect has been to give assistance to provincial tours and to set up a revolving theatre investment fund to help the commercial theatres finance their production, and it is expected that this fund will be self-supporting, as profits from successful ventures are ploughed back into it.

Regional Arts Associations

When the Arts Council was formed it was focussed primarily upon London, being concerned with international high quality art and had little to do with the provinces (while it is true that it had offices in the provinces at one time these were later closed). It was felt that if people living in the provinces wished to see something really worthwhile in the arts field there was no reason, in such a small country, why they should not make the journey to London. Successive Ministers have tried to redress this imbalance with more support for the provinces and because of their control of the arts vote they are able to be more generous when the Arts Council supports an activity in the provinces than they would if it were in London.

Funds for regional activities are dispensed through a system of regional Arts Associations, and have risen in the last four years from £200,000 to about £1½ million. Regional Arts Associations serve almost the entire country. They are independent organisations set up by local initiative and consist of partnerships between local authorities and private groups with the support of the Arts Council which provides about half their income. The remainder comes from rates and public support of events.

The Regional Arts Associations have a different approach to support from the Arts Council. The Arts Council does not support any project unless it is highly professional, for this is how they interpret their role of maintaining standards. The Regional Arts Associations do not constrain themselves in this way, for they each have their particular tradition of supporting what they choose, and this does not necessarily infer that the activities must be professional. In Lincolnshire, for example, the Association does not even call itself an 'arts' association, and it supports a wide variety of local affairs which relate to the cultural basis of the locality.

Perhaps it would be worthwhile to dwell for a moment on the inferences of the terms 'art' and 'culture'. A certain confusion exists about what these terms may embrace in the UK because their meanings are rather imprecise. One of the interesting developments in arts policy over the last three or four years and our main area of debate concerns the extent to which Exchequer funds can be used to broaden the base of arts activities in this country. Any arts policy which became wholly involved in the support of minority interests, however distinguished, would be vulnerable politically.

experiments

An interesting experiment in arts policy is taking place at present. In Autumn 1973 the Government selected four areas to carry out experiments into what was then called the 'quality of life' (though this phrase is rarely used now). Funds were given to four authorities - one in North Wales, one in Scotland, Stoke and Sunderland to examine how the whole field of leisure activities - sport, culture and the fine arts - might be built up by a co-ordinated effort to improve facilities in a limited area. It was intended that the government would examine the results after two years and, perhaps, apply its findings to future policy, if they turned out to be worthwhile. As a result, local groups have been set up with financial and organisational support and are planning intensive programmes with support from the local sports councils, regional arts associations and other interested bodies.

It is in a sense rather odd that there should be a Minister with responsibility for the Arts in this country. His role is really to take the place of the patrons of the arts who have largely vanished because patronage these days is so costly; but without it, the arts might wither away. Yet rigid Governmental control would be contrary to the philosophy of initiative deriving from the community. Therefore, the system I have described has been developed in order to give support for the arts while retaining the essential vitality, independence, spontaneity and quality of artistic expression."

Discussion Arising

local museums

What support was given to small local museums and galleries? Mr. Spence said that the 700 or so local museums and galleries received about £20 million from local authorities, that is, roughly the same amount as the 18 national museums and galleries received from the Exchequer. The Wright Committee on Provincial Museums and Galleries had studied the situation and pointed out the imbalance in its Report. However, a shortage of resources prevented the situation being improved - it was not easy either to find spare funds or the recipe for their distribution. If, for instance, £1 million were spread among all the museums it would have little effect. The Committee had implied that there would have to be an examination of whether it was viable to build up particular museums before they were given any money. The Government had said that purely local museums would have to rely on their local authorities for funds, although the government might give assistance if the collections were 'of more than local' interest.

arts funds and education funds

A member said that although many colleges were seen to be a base for the development of all sorts of activities in the community, including the arts, they could rarely get money from the Arts Council for these ventures. Mr. Spence replied that this was because of the difficult issue of the interface between resources available for the arts and those intended for education. The Treasury did not wish colleges to get money for the same activity from two sources, or to play off one source against another and cause general confusion. However, the DES had no intention that funds, once granted, should be used in a watertight way. For example, it would welcome a university being granted funds to build a theatre on the understanding that it would be used by the whole community.

professional artist

It was then suggested that students should come into contact at college with professional artists, who were prepared to starve for their art, as well as teachers who could talk about arts - they were two entirely different influences. Yet under the Burnham system it was not possible for colleges to appoint creative, practising artists unless they came in some teaching capacity. Although art colleges were able to appoint professional artists as part time teachers, students in other FE institutions were not able to benefit, although it was a valuable experience not only for art students but for all young people.

art students' problems

The discussion then turned to the difficulties faced by art students. Many members, particularly those who came from the North, noted the difficulty of persuading parents of potential students than an art education was worthwhile even if, because of the problem of finding a job in the art world, there did not seem to be any link between the education a student received and the career he eventually took up. Mr. Spence remarked that the situation was not unlike his own experience - he had been educated as a historian but had never expected to earn his living as one.

crafts

Mr. Spence then spoke of the developments which had taken place in the last five years in support by the Advisory Committee for Crafts. A sum of

£400,000 was given annually and a new body had been set up which was free to decide how the money should be spent, although, of course, it could not be used for directly educational purposes. Some was used for commissions, and there was a system of individual loans and grants which had proved a valuable method of launching trained craftsmen into business.

Arts Council membership

How were Arts Council members selected? Mr. Spence explained that they were appointed by the Secretary of State. A constraint was the fact that, owing to the time Arts Council work took up, people who had to earn a living were not able to serve on the Council. The Chairman had to be a good administrator as he had to handle a sum of approximately £20 million per year. He also had to be a champion of the Council's independence. The members had to be people who could stand criticism from the public and were prepared to defend the decisions they had made, for example, if an exhibition was unpopular or gave offence. It was also necessary to include in the Council people who knew the regions well and what they had to offer. The Council avoided asking organisations to nominate possible members - it did not want, among its members, people with a message to give or a brief to read.

PROJECT A

With the help of two case studies and the contributions of four witnesses, syndicates were asked to consider the following questions:

What community are we concerned with?
How do we evaluate its needs?
Which of these needs can be satisfied by the college?
How can they be satisfied?
What management problems does this create?

The witnesses, who through informal discussion with the syndicates, helped members formulate their ideas were Mr. D. Foster, Headmaster of Churchill School, Avon, which has a sports and community complex; Mr. F.J. Janes, Principal of Yeovil Technical College which is becoming a tertiary college; Councillor R.H. Morris, Chairman of Bristol Arts and Leisure Committee before local government reorganisation; and Mr. J. Pick, Director of Dillington House, Ilminster, an adult education residential college supported by the local education authority.

C M Turner,
Staff Tutor,
Coombe Lodge

Introduction to the Project

"Project A is a consideration of the more general problems relating to a college's involvement in the community and is not concerned specifically with the kinds of programmes which are to be offered.

Before dealing with the questions the syndicates will be discussing, I should like to make one theoretical point. We often speak of 'the college and its community' or 'the college set in its environment', using the terms rather loosely. It is useful to visualise the college as an organisation in which we have created a protected, stable cell, cut off from the surrounding environment, and in this cell we have set the rules, organised what will happen, arranged everything to be predictable in order to suit us and the people we serve. Such an organisation is very different from the outside environment which is sometimes unpredictable, sometimes strange, sometimes even threatening. Therefore any organisation, including the college, is a protected place, constructed artificially to suit the people in it.

While, like other organisations, the college has contact with the environment in which it exists, it is very selective. It does not interact with the environment as a totality, only those parts of it which it defines as relevant to it - the parts which most easily fit in with the kind of world organised within the college, which do not threaten it and which are easy to organise.

Therefore we must take care in using the phrase 'the college and its environment' - perhaps we should instead speak of 'the college and that part of its environment

which it has selected and can control'. The extent to which a college selects its own environment can be illustrated by a simple example: most colleges have not seen, as part of their relevant environment, the handicapped members of the community, and the degree to which FE colleges cater for these people is ludicrous in its inadequacy.

This week we have the opportunity to consider how we should enlarge our view of what part of the environment is relevant to the college. The questions syndicates should discuss are:

(a) What community (i.e. what part of the environment) is the college concerned with? This is clearly not simply a geographical concept, for the community a college serves may be national, and a college clearly cannot be concerned with the total community.

(b) What information is needed about the community on which the college is focussing? Useful knowledge about a community's characteristics might include, for example, the socio-economic class divisions, the school leaving pattern, and the take-up of youth organisation membership by 12-18 year olds in the area.

(c) What mechanisms can be used to find out the required information?

(d) What methods can be used to discover the wants and needs of the parts of the community served by the college? Having identified these, the college has to decide whether the wants and the needs are the same, and, if not, which it should concentrate on providing.

(e) What structure/mechanism is to be adopted in order to make and implement decisions relating to the four issues above? Who should have the power to make decisions - should the community itself be asked to decide what provision the college should make for it?"

Syndicate Reports

(a) What is the Community?

The syndicates broadly agreed that the community, as far as the college was concerned, consisted of all people for whom the college resources might be made available to meet their needs. Three groups said that this would probably be limited to a specific geographical area, and two of these noted that within this area there were particular groups with different needs. These groups would vary according to the economic and social characteristics of the locality but

would include those who were educationally, economically and socially deprived. Their needs should be catered for, but not at the expense of those who were already participating in college activities. The concept of a post-16 catchment was considered and rejected - family groups, link courses, young wives and pre-school education groups were all considered legitimate prey.

(b) What information is needed about the community?

The identification of groups within the community was seen as vital. Among factors to be looked at were population, age structure, social structure, housing, employment, ethnic groups, leisure activities, libraries, museums, register of handicapped persons, religious groups, schools, all local services, youth organisations and other voluntary organisations. One syndicate advised that special emphasis be placed on the predicted situation four to five years ahead. Another reported that every member of staff in a college should have a 'cognitive map' of the community which should be constantly updated.

(c) What sources could be used to find out the required information?

The syndicates suggested three source types which must be used: the personal knowledge of staff and students; local records and surveys; and contact with local groups within the community. One syndicate reported that key figures in the employment exchange, the press, local industry, the police, the Social Services Department, Tenants and Ratepayers associations, trades councils, youth and community associations, local administrators, politicians and personnel officers be contacted. Another syndicate stressed that the formation of a personal relationship where possible was advisable.

(d) What methods can be used to discover the wants and needs of the community?

Syndicate 3 suggested that the wants and the needs of the community should become apparent to the college through the knowledge and experience of staff and their relationships with groups in the community; fostering in the community an awareness of the college and the college staff; creating through every means available an awareness that the college might be able to help; and the creation of an atmosphere of positive encouragement for developing ideas and schemes. Syndicates made some practical suggestions. First, the informed guess could be made, and on the basis of this, some experiments could be carried out. Secondly, colleges could try to get members of different groups in the community into the college in order that they can make their wants known. Courses requiring community co-operation, open days and exhibitions could be useful here. Thirdly, existing students could be used as publicists. Fourthly, an outreach worker could be employed to go into the community to ascertain its wants, and publicise the facilities available.

Some discussion took place on the distinction between 'wants' and 'needs'. Syndicate 1 decided that the preoccupation should be with 'wants' and the 'needs' would emerge from this. The application of a criteria of acceptability should lie with the Academic Board or another college body. Syndicate 2 stressed that the college had an obligation to respond to the obvious needs of

the community even if this meant an extension of the existing educational provision. With limited resources at its disposal the college had to decide how it could best help the community and 'priority areas' had to be established. Syndicate 4 felt that the help and advice of other community welfare groups should be sought. Colleges could not be expected to tackle the gamut of community need, and should seek advice from other bodies on how they might best utilise their resources. Syndicate 2 commented that in the past needless and damaging rivalry and lack of co-operation had arisen between colleges and other local statutory and voluntary bodies, which had led to real needs being ignored. In redistributing its resources to cater for community needs in a more relevant way, the college should cull out existing classes as recommended in consultation between a local Community Council and the Principal, suggested Syndicate 1. This group thought that the criteria for selection should be 'how much does the activity need the college?' Self-programming groups should be encouraged wherever possible, and the community should be scoured for people with specialisms which they could offer. Access to workshop and other facilities should be freely available under supervision.

(e) What structure/mechanism is to be adopted in order to make and implement decisions?

All groups agreed that the traditional hierarchical structure was unsuitable for a college trying to give better community provision. Each college would require a flexible structure based on effective communication, a permanent dialogue between all members of staff. New pressures would be placed on the Principal and his staff - they would have to expect criticism from the community they served and from other organisations concerned. Strain might occur if staff found their traditional areas of responsibility becoming more diffuse, and therefore a staff development and training programme was necessary and should include provision for part time staff. One syndicate suggested that consultative machinery between the governing body and a community council be set up, with representatives of the latter on the governing body. This group also suggested that the co-ordination of community activities from the college should be under the control of a single person at head of department level.

PROJECT B

"To recommend the development of community activities in the college and to suggest the machinery necessary for its implementation".

C M Turner,
Staff Tutor,
Coombe Lodge

Introduction to the Project

Mr. Turner invited conference members to work individually to tackle specific problems arising from the general work covered in Project A. They were asked to apply the ideas discussed earlier to the situation at their own colleges, thinking also in terms of costs and problems of implementing increased penetration into the community. Having developed a programme of activity, they were asked then to present it to their syndicate. The syndicates would then look at the most useful ideas in detail, and present their general conclusions on the community activities which they recommend should be developed, and the machinery necessary to implement them, in a plenary session.

Syndicate Reports

The syndicates concentrated on the development of machinery to discover community needs and respond to them. Syndicate 4 reported that the college would need a member of staff with responsibility for community organisation. He would have to be of high status, a vice principal, perhaps, so that he could talk on equal terms with heads of other organisations, as well as heads of departments and sections within the colleges. Professional staff would have to be employed who were capable of organising and contributing to development both within the college and in the extended work outside. Specialist staff would be necessary to deal with specific areas of community education including in-service training. Administrative resources would also have to be adequate to deal with this special area of education.

Referring in more detail to these roles, the group reported that the person with overall responsibility for the promotion and development of community education would have four tasks: to co-ordinate community education work within and between college departments; to liaise with external agencies; to set up consultative, advisory and management committees as necessary; and to formulate and decide community education policy. The professional staff might include tutor-organisers of adult education, Heads of Centres where applicable, youth and community liaison workers, a research worker and a staff development officer for community training. Specialist staff, who might already exist in the college, should provide both training and tutorial guidance

for part time staff and voluntary organisations. Administrative resources should ensure adequate clerical assistance, technical and ancillary help where necessary and a communication and administrative system sympathetic to the aims of community education. Finally, the syndicate emphasised the importance of full support from the local education authority and the Principal.

Syndicate 2 identified three meanings of 'community' as it related to the college of FE. First, there was the involvement of existing students in community activities. This was beneficial to their personal development and so was educationally justified, but it had to be an activity which was of real value in itself. Secondly, community involvement could mean the encouragement of new groups to come into the college. Thirdly, it could infer the extra-mural use of college resources.

The syndicate thought that too much money was being put into small courses of a high academic level. These resources would be better used if they involved the college in work with and for its local community. Colleges should co-operate with each other in community provision . The community had to be made aware of the readiness of the college to be involved, and therefore the college needed to appoint someone who would co-ordinate community activities across departmental boundaries.

One member from Syndicate 1 described the activity his own college had engaged in its attempt to identify community needs. He said that he was fortunate in having 14 agents working outside the college, in the community, and was able to set up a low cost project (totalling £80-£90) which aimed to discover where the potential students were and why they did not use the college. The project lasted about nine weeks and used staff working two to three hours a week on it. It was not directed at the middle classes, who already used the college. It was acknowledged that there were some working class groups who knew about the college but did not wish to use it, and it was felt that they could not be converted. The purpose, therefore, was to seek out those groups which did not know what facilities the college could offer them, and encourage them to use it. These might include the disadvantaged. The programme for the project was as follows:

Weeks 1 and 2 - identification of possible groups who might be encouraged to use the college.

Weeks 3 and 4 - identification of publicity points, for example, whether the local newspaper or the launderette would be the best means of reaching these groups. Establishing personal contact was important. Workers should go out to get an intimate knowledge of the area.

Week 5 - analysis of the area of residence of existing students to examine reasons for the take-up and non-take-up of college provision.

Week 6 - decision about interview and 'chat' techniques to employ and where to go.

Week 7 - involvement of existing students - introducing them to the activities they will be asked to do.

Week 8 - surveys and interviews.

Week 9 - collection and presentation of results.

The syndicate stressed the importance of actively marketing the college as a commodity which had to be attractive in order to 'sell'. At present it was aimed only at the educated. Other methods were needed. There was no substitute for the personal approach. Perhaps shops, libraries and pubs could be used as places in which to tell people what the college had to offer. The accommodation available for the students had to be welcoming - they should be open until late and have adequate facilities, including such things as darts. The attitude of staff was also important - they had to be people to whom the students could relate.

On structure, the syndicate accepted that in view of the different circumstances of every college, no one blueprint for structure would satisfy all needs. They stressed that the support of the Principal was essential, although he need not necessarily be the instigator of community involvement. Intelligent and sympathetic management techniques with regard to staff were necessary. It was accepted that community involvement was a matter for all departments. Perhaps the member of staff responsible for adult education should be designated a head of department and be supplied with support groups from other departments in the college made up of staff who really believed in the importance of community involvement.

Syndicate 3 proposed that the college should provide a creche and a play group, not only for the children of adults attending classes but for the whole community, particularly the needy. Another group which the college should turn its attention to, the syndicate suggested, were the pensioners. Those who lived in isolated villages should be brought to college by minibus. Educational institutions had a role to play in keeping the elderly mentally alive and out of geratric wards of hospitals. The college could also run pre-retirement courses. The syndicate also mentioned the value for local societies of becoming affiliated to the college. The college could help these groups raise their standard of provision and often the accommodation a college provided was an improvement on accommodation they could use otherwise.

D S Gordon,
Lecturer, General
Studies, Brunel
Technical College,
Bristol.

APPENDIX

As an appendix to his syndicate's report, and at the request of the other conference members, David Gordon, a general studies lecturer at Brunel Technical College, Bristol, gave a brief outline of the project work - the building of adventure playgrounds - in which his students were involved. Quoting from a North American Indian who observed that the White Man spent all his life working in order to retire to hunt, to fish and do nothing, while he had done this all his life, Mr. Gordon pointed to the relevance of the suggestion that while we are training people to do a skill we forget their other, and equally important needs. Thus the benefits of the work done on their projects were felt not only by the people for whom the playgrounds were intended but by the students themselves, who were able to become 'coolies' for a while, discovering and using their muscles, as well as developing socially.

The students involved in the projects were not only those who would normally be associated with such activities - the full-time social work students for example. They included part-time students - printers, caterers, carpenters, and bakers, doing the project as part of their general studies or course work. Describing the environment, Mr. Gordon said that in a city of change, like Bristol, young people had great cynicism about the changes taking place in their surroundings. Even in their memory, grassy play spaces had given way to car parks. The projects gave them an opportunity to look again at their locality, consider what facilities they would have liked in it when they were growing up, and then help provide facilities which might prevent the next generation lacking outlets and becoming frustrated.

Elaborating further on the benefits to the students of these projects Mr. Gordon said,

"They have been encouraged - by respect for themselves as people, for their skills, for their personal knowledge of their locality, for their closeness to the next generation - to find out for themselves, in a given situation, what they believe to be the reality. These are so often practical people, intelligent people whose education has not stretched them in a relevant way.

Many have the mechanics or reading, but do not read. Many have words, but not the combination of words to hold their own argument. By likening their immediate environment to a familiar book, they have been asked to look at it again, to learn to read it. For this reason, the basis of most of the projects for students was their locality, looked at again in the light of deficiencies.

To have identified needs, would, of itself, have had some purpose. But for most FE groups, this began to raise questions of "how can we remedy the situation?" With sensitive understanding that no scheme would be imposed (so often we are aware of the failure of even lavish statutory provision) the projects came out of a list of priorities. It would not be every teacher's choice, but the priority in 1970 which was most glaring, nearest to the feelings of the young adults, was that adventure playgrounds would go some way towards helping a new generation to develop healthily. Starting in an obvious distressed area, (houses in bad repair, new roads etc) the formula of 'learning through doing' fitted the enthusiasm of young men who came to enjoy the demand for originality, initiative, and strength, to provide a facility.

From the 'twilight' areas, progress was made towards other areas of deprivation - principally dreary housing estates (six such schemes have been wholly or partly due to students). From this base within the accepted sense of 'community' a cry of anguish from the neglected subnormal hospitals led us into those so often forbidding institutions. The same expertise, adapted to the peculiar needs of the handicapped adult, has produced a pioneer framework which is continuing. (Starting at Farleigh Hospital indoor and outdoor adventure playgrounds for 200 patients, then a mobile adventure playground for a school for 200 educationally sub-normal and handicapped children and an ongoing adventure park at Brentry Hospital for 400 patients)."

As an illustration, Mr. Gordon gave a brief description of one of the projects - the work that had been done at Farleigh Hospital. The 1970 Enquiry into this hospital for the mentally sub-normal, which the press used and abused, for it made sensational reading, aroused the concern of students who believed that there must be another side to the story. They visited the hospital and were moved to action by the fact that they saw how society had chosen to ignore the patients and staff of this isolated, drab community. They offered help, and the staff said they would welcome the provision of facilities which would relieve the pressure on them. From this grew the idea of building an adventure playground, although, as Mr. Gordon admitted, he had some initial reservations that the facilities enjoyed by small children would be suitable for heavy, clumsy adults. However, youth persisted and a project was born. In 1971 the outside playground was built. All materials were found, made and bought by the students, and structures erected, including a tower, a slide and an arial runway. While involved in the construction work, the students were able to see the patients, with their handicaps, talk to them, and play with them, and talk to staff.

Apparently convinced by the commitment of the students, the hospital board then suggested a major scheme, the conversion of an empty building into an indoor adventure room, which would overcome the problem of bad weather and consequent inactivity in the long winter months, and gave £1,500 for it to be carried out. The building is brightly coloured, making a strong visual impact among the drab hospital buildings. It is divided into areas each with a different purpose, yet inter-related. There is a climbing area with ladders, platforms, tunnels, varying in difficulty. A cat walk leads to a long slide, which lands the patient in an area of softness or springiness, or leads him to

bump his way in and out of soft canvas bags. Materials are hard or soft, cold or warm, metal, wood plastic. Colours and lights are installed to create various atmospheres, and an additional small room provides a place to hide away.

Mr. Gordon said that although there had to be a core of people committed to the project for a considerable period as well as casual helpers, there was no constant group involved, except that some student groups, especially the printers, had asked to continue each year.

"The project is the medium whereby students (of all kinds) explore the 'social problems' for themselves, meet the professional leaders, nurses, etc. Without even costing the college a single penny, the city has been used as the best teaching material for any student, and, in the process, some actual help may have been given. But nobody has been dependent upon us except for use of our ideas and muscles. This is a far cry from 'educational visits' - so often passive exercises - and moves towards active participation made possible if the general will dictates."

PARTICIPANTS

Members

Miss J P Adams	Principal, Marylebone Adult Education Institute, ILEA.
J Ashworth	Head of Department of Mechanical Engineering, Shrewsbury Technical College.
R F Ayres	Adult Education Tutor, South Warwickshire College of Further Education, Stratford-upon-Avon.
G S Barr	Depute Principal, James Watt College, Greenock, Renfrew.
E W G Beech	Principal, South Field College of Further Education, Leicester.
R M Bees	Head of Department of Social & Community Studies, Kingsway-Princeton College, ILEA.
H C Bower	Principal Assistant (Higher Education), Rotherham.
H E Cowper	Member of the Board of Management, Stevenson College of FE, Edinburgh.
J D Davies	Principal, Hinckley College of Further Education, Leicestershire.
E K Elliot	Head of Department of General Studies, Southampton Technical College.
R Ford	Principal, College of Arts & Community Studies, Rotherham.
Mrs M Gaskell	HMI.
J R Gibbon	Assistant Education Officer, Further Education, Wiltshire.
W Gillespie	Principal, The College, Swindon.
Miss S J Goodman	Senior Lecturer, Adult Studies, Harrow College of Further Education.
D S Gordon	Lecturer, General Studies, Brunel Technical College, Bristol.
S W Griffith	Head of Department of General Studies, Eastleigh Technical College, Hampshire.
C Hardy	Senior Professional Assistant, FE, London Borough of Barnet.
D A Holdsworth	Lecturer, General Studies, Woolwich College for Further Education, ILEA.
G E Kay	Assistant Director, Further Education, Teesside.
P M Langley	Lecturer, General Studies, Hackney & Stoke Newington College for FE, ILEA.
N Lockley	Head of Department of Adult Education, Airedale & Wharfdale College of Education, Pudsey, W.R. Yorkshire.
Dr R A W Longden	Deputy Head of Department of Chemistry & Metallurgy, Warley College of Technology.
J R Maese	Lecturer, Liberal Studies, Bromsgrove College of Further Education, Worcs.
S Marsh	Deputy Head of Department of General Studies, West Wythenshawe College of Further Education, Manchester.
A Moon	Principal, Boston College of Further Education, Holland (Lincs.)
H Nicholson	Principal, Trowbridge Technical College, Wilts.
R Peters	Depute Principal, Barmulloch College, Glasgow.
A E Phillips	Organiser of Further Education, Fife.
L Robinson	Principal, Cleveland Technical College, Teesside.
Mrs R M Robinson	Head of Department of Creative Studies, Coventry Technical College.
G A Rowlands	Head of Department of General Studies, Barnet College, London.
T Shapter	Area Organiser, Adult Education, Mid-Cheshire College of Further Education, Hartford.
G F Smith	Senior Lecturer, General Studies, West Bromwich College of Comerce & Technology,
L E Watts	Principal, Easington Technical College, Peterlee, Durham.
E A Whitehead	Head of Department of Liberal & Extra Mural Studies, East Warwickshire College of Further Education, Rugby.

J Wilson	Adult Education Organiser, Walker Technical College, Wellington, Shropshire.
G T Wylie	Head of Department of General Studies, Rupert Stanley College of FE, Belfast.

Visiting Speakers and Witnesses

G J Bolt	Head of School of Business Studies, Bristol Polytechnic.
A N Fairbairn	Director of Education, Leicestershire.
D Foster	Headmaster, Churchill School, Avon.
D Harrison	Lecturer, Malaspina College, Nanaimo, British Columbia. Visiting Lecturer, Nelson & Colne College.
F J Janes	Principal, Yeovil Technical College.
R Mitson	Principal, Abraham Moss College, Manchester.
Councillor R H Morris	Chairman, Bristol Arts & Leisure Committee.
J Pick	Director, Dillington House, Ilminster.
Ms V Stern	Senior Education Officer, Community Relations Commission.
G J Spence	Head of Arts & Libraries Branch, Department of Education and Science.

Conference Tutors

D J Moore	Principal, Nelson & Colne College.
T J Russell	Staff Tutor, Coombe Lodge.
D C Spencer	Senior Staff Tutor, Coombe Lodge.
C M Turner	Staff Tutor, Coombe Lodge.

BIBLIOGRAPHY

Dr G Campbell	Community colleges in Canada. An unpublished Coombe Lodge Paper, October, 1973.
P Clyne	The disadvantaged adult. Educational and social needs of minority groups. Longman, 1972.
Department of Education & Science	Building Bulletin 49. Abraham Moss Centre - provision for a community college in Manchester. HMSO, 1973.
A N Fairburn	The Leicestershire community colleges. National Institute of Adult Education, 1971.
R Grinyer	A college with its sights set on serving the community. Times Higher Educational Supplement, 2nd March 1973, No.72. p.8.
D Moore	An open college - or how the lamb learned to live with the lion. The Principal of Nelson & Colne College of Further Education comments on his college's provision for community education. Adult Education, May 1972, Vol.45, No.1, pp.4-10.
Inner London Education Authority	An education service for the whole community. Joint report of the Further and Higher Education Sub-Committee and the Schools Sub-Committee. ILEA, October, 1973.
E Midwinter	Patterns of community education. Ward Lock Educational, 1973.
'Russell Report' Department of Education & Science	Adult education: a plan for development. A report by a Committee of Inquiry under the chairmanship of Sir Lionel Russell. HMSO, 1973. The Russell Report: a summary. Education. Digest. 30th March, 1973. Vol.141, No.13 pp. i-iv.

The Further Education Staff College was established on 15th November, 1960, with the principal objective of improving the efficiency of further education establishments. Since 1963 the college has been organising study conferences at which senior personnel in education, industry and government are given the opportunity of discussing and analysing developments in further education, and of making recommendations for action and enquiry.

Study conference members meet both in plenary sessions to hear and discuss lectures and in syndicates to discuss specific topics and projects. Syndicate discussion may be augmented by the employment of expert witnesses, visits to other establishments, and simulation exercises in administration and personnel management.

In 1963 the college undertook the publication of Session Papers outlining the work of conferences, and in 1967 the College Report Service was instituted to publish documents on a number of issues relating to tertiary education.

Within its Report Scheme, the Service publishes twenty Reports each year (forming one volume), which include accounts of the proceedings of selected study conferences, collections of papers and special reports. Subject matter covers the development of the objectives and instruments of further education; the inter-relationships between colleges, industry and other branches of education; specialised subject developments; college administration and management.

These Reports do not necessarily express the views either of individual conference members or of the Staff College.

From Volume 4 onwards, a subscription may be made to the Scheme at £12. per annum. Further copies of individual Reports may be purchased by subscribers at 60p each, and non-subscribers may purchase copies of individual Reports at £1 each. Earlier Reports are at lower prices.

For further information and a catalogue of publications, please write to the Report Editor at Coombe Lodge, Blagdon, Bristol, BS18 6RG, or telephone Blagdon (0761) 62503.

Previous Publications

Vol 7 No 1	The Organisation of Engineering Education
2	The Management of College Departments – Change and Development
3	Developments in Technician Education (TEC)
4	Staff Development in Scottish Colleges
5	Polytechnic Developments